



The *Undergraduate Academic Catalog* of Greensboro College is published annually and describes the undergraduate program of the College. The *Catalog* may be accessed online at the following address:

<https://www.greensboro.edu/course-catalog/>

The College reserves the right to change the rules of admission, tuition and fees, and any other regulations affecting the student body or the granting of degrees. The provisions of the *Undergraduate Academic Catalog* are not to be regarded as an irrevocable contract between the student and the College.

Students who do not enroll for a semester or more, or who withdrew from the College during a semester in progress, must apply for readmission; if readmission is approved, these students will reenter under the degree requirements which are set forth in the current *Undergraduate Academic Catalog*.

Greensboro College also publishes a *Graduate Academic Catalog* which describes the graduate programs of the College. It is accessible online at the address listed above.

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TABLE OF CONTENTS

Introduction to Greensboro College.....	1
Greensboro College at a Glance	1
Vision of Greensboro College	4
Mission of Greensboro College	5
History of Greensboro College	5
Accreditations	6
2017-2018 Academic Calendars.....	7
General Institutional Policies.....	14
Affirmative Action/Equal Opportunity Policy.....	14
Americans with Disabilities Act (ADA) Policy.....	14
Sexual Misconduct	16
Fraternization Policy.....	17
Drug and Alcohol Abuse Policy	18
Release of Educational Records	18
Maintenance and Disposal of Student Records	19
Tobacco Free Policy	20
Inclement Weather.....	21
Political Activities	21
Student and Parent Complaints.....	22
Admission Requirements.....	24
Secondary School Graduates	24
Adult Students	25
Transfer Students.....	26
Post Baccalaureate Students	27
International Students	28
Summer School	28
Readmission	29
Office of Academic Accessibility.....	29
Counseling Services	32
Finance.....	33
Tuition, Fees and Resident Costs.....	33
Adult Student Tuition and Fees	35
Piedmont Alternative Licensure (PAL) Program	36
On-Ground Organizational Leadership and Management (OLM) Program	36
Online Degree Completion Programs.....	36
Projected Additional Student Charges Associated with Verification of Student Identity for Online Programs and Courses	36
Greensboro College Military Tuition Assistance (TA) Rate Eligibility	36
Terms of Payment.....	37
Payment Regulations	38
Refund Information	38
Financial Aid	41
General Requirements	41
Applying for Need-Based Aid	41

Eligibility for Merit- or Talent-Based Aid.....	42
Sources of Aid	42
Standards of Academic Progress	47
Withdrawal, Refund, and Repayment Policies	49
Academic Policies and Procedures	51
General Information	51
Procedures for Course Enrollment, Attendance, and Examinations	64
Grading System	69
Academic Records	73
Transfer Policy	74
Alternative Forms of Credit.....	78
Credit for Reserve Officers Training Corps and Other Military Experiences	82
Academic Progress	83
Dismissal and Withdrawal Policies and Procedures	84
Petition for Exception to Academic Policy.....	88
Academic Honors	88
Academic Program	92
Academic Organization	92
Academic Schools, Interdisciplinary Minors, and Other Academic Programs...92	
Undergraduate Degree Requirements	96
Non-Degree Academic Programs	106
Other Academic Programs and Courses	115
Curriculum.....	132
Major and Minor Requirements.....	132
Accounting	132
Art.....	133
Athletic Training.....	137
Biology.....	140
Birth Through Kindergarten Education.....	143
Business Administration and Economics.....	145
Chemistry	147
Child and Family Studies.....	147
Criminal Justice.....	148
Dance.....	150
Education	151
Elementary Education	156
English, Communication and Media Studies	158
Exercise and Sport Studies	167
Health and Physical Education	168
Health Sciences	169
History.....	171
History and Political Science	173
History and Religion.....	173
Human Development and Family Science.....	174
Legal Administration.....	176
Liberal Studies	176
Mathematics	178
Mathematics Education	179

Middle Grades Education	180
Music	183
Music Education	188
Political Science	191
Psychology	192
Religion, Ethics and Philosophy.....	194
Secondary Comprehensive Science Education.....	197
Sociology.....	197
Spanish	201
Special Education	201
Theatre.....	204
Urban Ecology.....	207
Course Descriptions.....	209
Accounting (ACC)	210
Art (ART).....	211
Athletic Training (ATH).....	215
Biology (BIO).....	217
Birth Through Kindergarten Education (BKE)	221
Business Administration (BUS)	222
Career and Life Directions (CLD)	227
Chemistry (CHM).....	227
Computer Science (CSC)	228
Criminal Justice (CRI)	230
Dance (DAN)	231
Economics (ECO).....	232
Education (EDU)	233
Elementary Education (ELE).....	235
English, Communication and Media Studies (ECM)	237
Exercise and Sport Studies (ESS).....	244
French (FRE).....	245
German (GER)	245
Greek (GRK)	246
Greensboro College Seminar (GCS)	246
Health (HLT)	247
Hebrew (HEB).....	248
History (HIS).....	248
Honors (HON).....	252
Human Factors Psychology (HFP)	253
International Studies (INT).....	254
Kinesiology (KIN).....	254
Legal Administration (LGA).....	257
Mathematics (MAT).....	258
Middle Grades Education (MGE).....	261
Music (MUS).....	262
Physical Education (PHE)	272
Physics (PHY)	274
Piedmont Alternative Licensure (PAL)	274
Political Science (POL)	278
Psychology (PSY)	280

Religion, Ethics and Philosophy (REP).....	282
Science (SCI).....	289
Social Sciences (SSC)	289
Sociology (SOC)	290
Spanish (SPA)	291
Special Education (SPE).....	293
Theatre (THE)	295
Urban Ecology	305
On-Ground Organizational Leadership and Management Program.....	307
Program Description.....	307
Admission Requirements.....	307
Degree Requirements for the B.B.A. Degree in the On-Ground OLM Program.....	307
Course Descriptions for the On-Ground OLM Program	309
Policies and Procedures for Online Programs	312
General Information	312
Admission	313
Office of Academic Accessibility.....	315
Counseling Services	317
Privacy Statement	318
Finance	318
Greensboro College Military Tuition Assistance (TA) Rate Eligibility	319
Payment Regulations	320
Financial Aid	322
Authentication Procedures	325
Academic Policies and Procedures	326
Restrictions on Online Course Enrollments for International Students	326
Dismissal and Withdrawal Procedures	326
Online Organizational Leadership and Management Program	331
Program Description.....	331
Admission Requirements.....	331
Degree Requirements for the B.B.A. Degree in the Online OLM Program	331
Course Descriptions for the Online OLM Program	333
Personnel	336
Full Time Faculty	336
Adjunct Faculty	339
Faculty Emeriti	346
Administration.....	347
Alumni Association Officers	354
Board of Trustees.....	354
Index	356

INTRODUCTION TO GREENSBORO COLLEGE

Greensboro College at a Glance

Type of College:

Four-year private liberal arts institution chartered in 1838, affiliated with the United Methodist Church.

Campus and Location:

More than 60 total acres, including the main tree-lined campus in a historical district bordering downtown Greensboro. The city is served by the Piedmont Triad International Airport, AMTRAK, and Interstate highways 40 and 85.

Academic Calendar:

Fall and spring semesters and a summer term, with short sessions within each term accommodate special programs.

Enrollment:

Annually, approximately 1000 students, of which about 60% are traditional-aged students. The remaining 40% is comprised of adult undergraduates, non-degree seeking students, and graduate students. The College serves a diverse population, attracting students from more than 30 states and 15 countries each academic year.

Faculty:

Forty-six full time instructional faculty members. (Fall 2017)

Advising and Counseling:

Faculty advisors, academic and personal counseling, career counseling, and pre-professional guidance in various fields, including dentistry, education, health sciences, law, medicine, theology and veterinary medicine.

Undergraduate Degree Programs:

Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music Education, and Bachelor of Science.

Undergraduate Majors:

Accounting, art, athletic training, biology, biology/allied health, birth through kindergarten education, business administration, business administration and economics, chemistry, criminal justice, elementary education, English, English and communication studies, exercise and sport studies, health and physical education, health sciences, history, history and political science, history and religion, history with social studies licensure, human development and family science, liberal studies, mathematics, mathematics education, middle grades education, music, music education, political science, psychology, religion, secondary comprehensive science education, sociology, special education, theatre, and urban ecology.

Teacher Licensure:

Initial licensure is offered in the following areas: birth through kindergarten education (B-K), elementary education (K-6); middle grades education (6-9); comprehensive

science, English, mathematics, and social studies; and K-12 education in art, health/physical education, music, special education general curriculum, special education adapted curriculum, and theatre.

Special Programs:

Ethics Across the Curriculum, Greensboro College Seminar, George Center for Honors Studies, First-Year Composition Program, online degree completion programs, and consortia arrangements.

James Addison Jones Library:

The James Addison Jones Library supports the academic and social community of Greensboro College through a provision of collections totaling approximately 250,000 print and digital books, over 21,000 print and digital journals, sound and video recordings, and music scores. These materials reflect the College's curriculum, promote information literacy and learning amongst a diverse student body, and support faculty teaching, research, and scholarship.

Collections include the Levy-Loewenstein Holocaust Collection and Curriculum Materials Center (CMC). The Levy-Loewenstein Holocaust Collection contains over 1,400 publications, art, and artifacts pertaining to the Holocaust and Holocaust history. The CMC houses resources for teacher education faculty and students.

The Jones Library is open over 90 hours per week during the academic year with extended hours during final exam periods. Staff members are happy to provide reference service, individual and small group instruction, interlibrary loan service, and assistance with other information needs. Greensboro College participates in NC LIVE, a statewide initiative providing access to electronic resources as well as the Triad Area Library Association (TALA). TALA is an agreement between Triad area libraries to extend borrowing privileges to the students, faculty, and staff of all participating Triad libraries.

Brock Historical Museum of Greensboro College:

Located on the third floor of Main Building, the Brock Historical Museum of Greensboro College seeks to foster a sense of identity, community, and pride in the college's rich history by collecting, preserving, exhibiting, and interpreting archival materials and physical artifacts pertinent to the history of the college, life at the college, and the college's relation to and influence on both the surrounding communities and society in general. The museum's public areas are open to all students, faculty, staff, and visitors during designated hours.

Computer Facilities:

Computers for open student use are located in the Library, Proctor Hall West 206, Proctor Hall West 307, Cowan 207, Campbell Athletic Training Center, and the Royce Reynolds Family Student Life Center. The Cowan Humanities Building houses the News & Record Technology Lab and a writing classroom, each with computers, high speed printers, and other peripheral equipment. Proctor Hall houses computer labs and computers are present in many of the science, social science and physical education laboratories. The PEAK on the third floor of Main Building has computers and specialized software to support the academic services provided to students. A campus fiber optic backbone supports connections to the network from faculty offices, classrooms, the Library and residence hall rooms. The entire

campus, including classroom buildings, public areas, the Library, and residence halls, has wireless Internet access throughout.

Academic Honor Societies:

Alpha Chi, a national honor society recognizing superior academic achievement; Alpha Kappa Delta, national sociology honor society; Alpha Phi Sigma, national criminal justice honor society; Beta Beta Beta, national biology honor society; Delta Mu Delta, international business honor society; Iota Tau Alpha, national athletic training honor society; Kappa Delta Pi, international education honor society; Phi Alpha Theta, national history honor society; Pi Sigma Alpha, national political science honor society; Psi Chi, national psychology honor society; Sigma Delta Pi, national Spanish honor society; Sigma Tau Delta, international English honor society; and Theta Alpha Kappa, national religion honor society.

Religious Life:

Greensboro College is affiliated with the United Methodist Church, and offers an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect. Chapel services are held each Thursday at 11:30 a.m. in Hannah Brown Finch Memorial Chapel. Programs from diverse traditions and a variety of student organizations offer students, faculty, and staff the opportunity to worship, study, serve, and fellowship in order to grow in faith. Religious Life organizations include: Student Christian Fellowship, Fellowship of Christian Athletes, Campus Crusade for Christ, Catholic Student Fellowship, Presbyterian Campus Ministry, Episcopal Campus Ministry, Hillel Jewish Fellowship, and other denominational groups.

Village 401:

Village 401 is Greensboro College's student-run community service and engagement office. Our name comes from the College's location within the zip code 27401. Greensboro College students, faculty, and staff are encouraged to serve our neighboring community by working with various businesses, organizations, churches, and nonprofits. An urban garden is maintained at the Reynolds Center to provide food for those in need, and community service events are held on campus each semester. Village 401 offers a variety of ways to assist the community in meeting some of its challenges and needs while enhancing liberal arts education with community service.

Campus Life:

Cocurricular involvement and leadership activities are valuable supplements to classroom learning. Students take an active role in planning and implementing campus activities. The Office of Student Development provides information to students regarding all activities and ways to be involved.

Athletics:

Greensboro College sponsors intercollegiate competition as a member of the NCAA Division III and the USA South Athletic Conference. Sponsorship includes men's and women's basketball, golf, lacrosse, soccer, swimming, and tennis; men's baseball, football, and wrestling; and women's softball and volleyball. Co-ed cheerleading and a full range of men's and women's intramural and recreational sports and activities are also offered to all students.

Residence Halls:

The mission of Residence Life at Greensboro College is to provide a focused living and learning environment dedicated to safety, community, and education. Complete residence hall policies are outlined in the the *Pride Guide*.

Student Right-to-Know Act:

As required by Title I, section 103 of this Act, the College collects and submits graduation rates for degree-seeking students, first-time, full-time students each year. These data are available from the Office of Institutional Research and Assessment and may also be retrieved at nces.ed.gov/collegenavigator. Section 104 of the Act does not apply as Greensboro College is a NCAA Division III institution and does not offer athletically-related student aid.

Notice of Non-Discrimination:

Greensboro College does not discriminate on the basis of race, color, religion, national origin, gender, age, sexual orientation, socio-economic status, or against qualified handicapped persons, disabled veterans or veterans of the Vietnam era as identified and defined by law in the recruitment and enrollment of students, in the recruitment and employment of faculty and staff, or the operation of its programs.

Title IX Statement: Notice of Non-Discrimination:

Greensboro College, in accordance with Federal Title IX regulations and our strategic plan, GC 2020, does not discriminate on the basis of sex or gender in its programs and activities. Members of the Greensboro College community, guests and visitors have the right to be free from gender-based discrimination, sexual harassment and sexual misconduct of any kind expressly including stalking, sexual exploitation, sexual violence, and retaliation. Greensboro College is committed to providing a safe and welcoming campus environment. Questions regarding Title IX may be referred to Greensboro College's Title IX Coordinator or to the U.S. Department of Education Office for Civil Rights.

Greensboro College Title IX Coordinator and Special Assistant to the President
815 West Market Street
Greensboro, NC 27401
titleix@greensboro.edu
336-272-7102, extension 5496
www.greensboro.edu/sexual-misconduct

U.S. Department of Education
Office of Civil Rights
400 Maryland Avenue, SW
Washington, DC 20202-1328
OCR@ed.gov
800-421-3481
www2.ed.gov/about/offices/list/ocr/index.html

Vision of Greensboro College

Greensboro College, grounded in the traditions of the United Methodist Church, aspires to provide all students with a transformative, universally designed educational

experience that positively affects their lives so they may realize their full potential.

Mission of Greensboro College

Greensboro College provides a liberal arts education grounded in the traditions of the United Methodist Church and fosters the intellectual, social, and spiritual development of all students while supporting their individual needs.

History of Greensboro College

Greensborough Female College grew out of an 1830s dream of the Reverend Peter Doub, a Methodist minister who served the Guilford Circuit. Doub, who built the first Methodist Church in Greensboro, built on one side of the church a preparatory school for young women. Though there was not yet a college for women in the United States, Doub began planning for one. The local newspaper, the *Greensborough Patriot*, asked rhetorically what degrees a woman's college would award: MPL, Mistress of Polite Literature, perhaps, or Mistress of Petticoat Law? Undaunted, Doub and other Methodists were granted a charter by the state of North Carolina in 1838. The cornerstone of the Main Building was laid in 1843; by 1846, Main was completed and the College opened its doors for students. Tuition and board for each five-month session was \$70. Required courses included not only Latin and Greek but also trigonometry, chemistry, botany, astronomy and philosophy. The first president of the College, the Reverend Solomon Lea, also served as Professor of Classical Languages. His wife, Sophia, taught music.

The first graduation class (June 1848) consisted of six young women: Sallie Ballou, Henrietta Crump, Laura Crump, Elizabeth Jones, Nannie Morris, Sarah Smith.

Two wings were added to the Main Building, one in 1856, the other in 1859. This building, which served as classrooms and a dormitory, was filled to capacity, even as the War Between the States began. Because funds were scarce, the graduates could not send to New York for their graduation dresses; rather, O. Henry's grandmother made these dresses out of poplin. Then on August 9, 1863, the College burned; the facility was closed for 10 years although classes met elsewhere. By 1873, the Greensboro Female College again opened its doors.

The turn of the century brought more changes to the College: a woman president (Lucy Robertson, 1902-1913), another fire (1904), a new name (Greensboro College for Women), and the A.B. degree (1913). In 1919 the institution assumed its present name, Greensboro College; in this same year, alumna Nancy Witcher Keen Langhorne entered history as her daughter, Lady Astor, became the first woman to serve in the British Parliament.

Yet a third fire resulted when lightning struck the rotunda of the Main Building in 1941. The rotunda was destroyed and the business manager, H. G. McEntire, was killed. After the fire, the building was restored with a new colonial front, brick terraces and two indoor parlors. Today the Main Building houses administrative offices and the Solomon Lea Center, a central location for special events.

Men were first admitted in 1954. In 1968 Bennett, Greensboro and Guilford Colleges began cross-registration. The men's golf team won its first Dixie Intercollegiate Athletic Conference championship in 1974. Since then, many championship and NCAA playoff teams have competed successfully for conference and national titles.

The 1980s decade was one of growth, with enrollment increasing from 553 to 1116 students between the years 1986 to 1990. The area in which the College is located--College Hill--became the city's first historic district. Ground was broken for the first regulation athletic field, and property previously owned by Richardson Real Estate Company at the corner of College Place and West Market Street was acquired to serve as the College's Welcome Center. The Adult Education Program for independent adults over 23 years of age began in 1985 with 23 students. Adult students now account for a third of the total College enrollment.

In addition to the Bachelor of Arts, Bachelor of Music Education, and Bachelor of Science degrees, the College now offers the Bachelor of Business Administration degree and master's degrees in Education and in Teaching English to Speakers of Other Languages.

Three times, Greensboro College has risen from its ashes, each time stronger than before. Dedicated to providing liberal arts education in a Judeo-Christian context, Greensboro College celebrates its 179th year.

Greensboro College Presidents

Rev. Solomon Lea (1846-1847)	Dr. Luther L. Gobbel (1935-1952)
Dr. Albert M. Shipp (1847-1850)	Dr. Harold H. Hutson (1952-1964)
Dr. Charles F. Deems (1850-1854)	Dr. J. Ralph Jolly (1964-1969)
Dr. Turner M. Jones (1854-1890)	Dr. David G. Mobberley (1969-1972)
Dr. Benjamin F. Dixon (1890-1893)	Dr. Howard C. Wilkinson (1972-1981)
Dr. Frank L. Reid (1893-1894)	Dr. James S. Barrett (1981-1984)
Dr. Dred Peacock (1894-1902)	Dr. William H. Likins (1984-1993)
Mrs. Lucy H. Robertson (1902-1913)	Dr. Craven E. Williams (1993-2009)
Dr. Samuel B. Turrentine (1913-1935)	Dr. Lawrence D. Czarda (2010-)

Accreditations

Greensboro College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4500, at <http://www.sacscoc.org>, to award bachelor's and master's degrees. Inquiries to the Commission on Colleges should be restricted to those concerning the College's accreditation status. All other inquiries, including requests for general admissions information, should be directed to Greensboro College, 815 West Market Street, Greensboro, NC 27401-1875, telephone number 336-272-7102.

The Greensboro College Teacher Education Program is accredited by the North Carolina State Board of Education (NCSBoE), 301 North Wilmington Street, Room 212, 6302 Mail Service Center, Raleigh, NC 27699-6302, telephone number 919-807-3401. This accreditation includes the initial and advanced preparation of professional education programs at the institution.

The Greensboro College Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101, telephone number 512-733-9700. Greensboro College is currently on probation by the Commission on Accreditation of Athletic Training Education (CAATE). The program has chosen to Voluntarily Withdraw its Accreditation effective May 2019. The program will remain on probation until the withdrawal is effective and the program is closed.

The business program of Greensboro College is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, telephone number 913-339-9356.

The Greensboro College music program is accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, telephone number 703-437-0700.

The College holds membership in a number of organizations related to higher education in general and to the academic programs offered at the College.

2017-2018 Academic Calendars

Standard Classes

Fall 2017:

First day of regular classes	Wednesday, August 16
First day of Weekend I classes	Friday, August 18
Last day of drop/add for regular classes; last day to change a regular class from credit to audit	Tuesday, August 22
Last day of drop/add for Weekend I classes; last day to change a Weekend I class from credit to audit	Friday, August 25
Labor Day holiday, all classes cancelled	Monday, September 4
Last day to withdraw from a Weekend I class with a "W" grade; last day to select pass/fail for a Weekend I class	Friday, September 15
Assessment Day, classes with start times prior to 4:00 p.m. cancelled	Wednesday, September 20
Deadline to resolve Incomplete grades from Spring and/or Summer 2017 terms, all classes	Friday, September 29
Weekend I ends	Saturday, October 7
Fall Break, all classes cancelled	Monday-Tuesday, October 9-10
Weekend II begins	Friday, October 13
Last day of drop/add for Weekend II classes; last day to change a Weekend II class from credit to audit	Friday, October 20
Academic advising for Spring 2018 terms	Monday, October 23-Friday, November 10
Last day to withdraw from a regular class with a	Friday, October 27

“W” grade; last day to select pass/fail for a regular I class	
Registration for Spring 2018 terms opens (staggered schedule according to classification)	Monday, October 30
Last day to withdraw from a Weekend II class with a “W” grade; last day to select pass/fail for a Weekend II class	Friday, November 10
Thanksgiving holiday, all classes cancelled	Wednesday, November 22-Sunday, November 26
Showcase Day	Thursday, November 30
Last day of regular classes	Tuesday, December 5
Reading Day	Wednesday, December 6
Exams begin	Thursday, December 7
Weekend II ends	Saturday, December 9
Exams end	Tuesday, December 12
Final grades for all graduating students due to Registrar, 12:00 p.m.	Wednesday, December 13
Final grades for all other students due to Registrar, 12:00 p.m.	Thursday, December 14

Spring 2018:

First day of regular classes	Monday, January 8
First day of Weekend I classes	Friday, January 12
Last day of drop/add for regular classes; last day to change a regular class from credit to audit	Friday, January 12
MLK Day holiday, all classes cancelled	Monday, January 15
Last day of drop/add for Weekend I classes; last day to change a Weekend I class from credit to audit	Friday, January 19
Last day to withdraw from a Weekend I class with a “W” grade; last day to select pass/fail for a Weekend I class	Friday, February 9
Assessment Day, classes with start times prior to 4:00 p.m. cancelled	Wednesday, February 14
Deadline to resolve Incomplete grades from Fall 2017, all classes	Friday, February 16
Weekend I ends	Saturday, March 3
Spring Break, regular classes cancelled	Monday, March 5-Friday, March 9
Weekend II begins	Friday, March 9
Last day of drop/add for Weekend II classes; last day to change a Weekend II class from credit to audit	Friday, March 16
Last day to withdraw from a regular class with a “W” grade; last day to select pass/fail for a regular class	Friday, March 23
Academic advising for Summer and Fall 2018 terms	Monday, March 26-Friday, April 13
Good Friday and Easter holiday, all classes	Friday, March 30-Sunday, April 1

cancelled	
Registration for Summer and Fall 2018 terms open (staggered schedule according to classification)	Monday, April 2
Last day to withdraw from a Weekend II class with a "W" grade; last day to select pass/fail for a Weekend II class	Friday, April 6
Showcase Day	Thursday, April 26
Last day of regular classes	Tuesday, May 1
Reading Day	Wednesday, May 2
Exams begin	Thursday, May 3
Weekend II ends	Saturday, May 5
Exams end	Tuesday, May 8
Final grades for all graduating students due to Registrar, 12:00 p.m.	Wednesday, May 9
Final grades for all other students due to Registrar, 12:00 p.m.	Thursday, May 10
Commencement	Saturday, May 12

Summer 2018:

First day of Summer Session I	Monday, May 21
Last day of drop/add for Summer Session I classes; last day to change a Summer Session I class from credit to audit	Wednesday, May 23
Memorial Day holiday, all classes cancelled	Monday, May 28
Last day to withdraw from a Summer Session I class with a "W" grade; last day to select pass/fail for a Summer Session I class	Wednesday, June 6
Last day of Summer Session I	Thursday, June 21
Exams for Summer Session I	Friday, June 22-Saturday, June 23
Final Summer Session I grades due to Registrar, 12:00 p.m.	Tuesday, June 26
Summer Session II begins	Monday, July 2
Independence Day holiday, all classes cancelled	Wednesday, July 4
Last day of drop/add for Summer Session II classes; last day to change a Summer Session II class from credit to audit	Thursday, July 5
Last day to withdraw from a Summer Session II class with a "W" grade; last day to select pass/fail for a Summer Session II class	Wednesday, July 18
Last day of Summer Session II	Thursday, August 2
Exams for Summer Session II	Friday, August 3-Saturday, August 4
Final grades for Summer Session II due to Registrar, 12:00 p.m.	Tuesday, August 7

On-Ground Organizational Leadership and Management (OLM) Program

Fall 2017:

First day of OLM Session I	Monday, August 28
Last day of drop/add for OLM Session I classes; last day to change a regular class from credit to audit	Friday, September 1
Last day to withdraw from an OLM Session I class with a "W" grade; last day to select pass/fail for an OLM Session I class	Wednesday, September 13
Last day of OLM Session I	Saturday, October 7
First day of OLM Session II	Monday, October 9
Last day of drop/add for OLM Session II classes; last day to change a regular class from credit to audit	Friday, October 13
Last day to withdraw from an OLM Session II class with a "W" grade; last day to select pass/fail for an OLM Session II class	Wednesday, October 25
Last day of OLM Session II	Saturday, November 11
First day of OLM Session III	Monday, November 13
Last day of drop/add for OLM Session III classes; last day to change a regular class from credit to audit	Friday, November 17
Last day to withdraw from an OLM Session III class with a "W" grade; last day to select pass/fail for an OLM Session II class	Wednesday, November 29
Last day of OLM Session III	Wednesday, December 13

Spring 2018:

First day of OLM Session I	Monday, January 8
Last day of drop/add for OLM Session I classes; last day to change a regular class from credit to audit	Friday, January 12
Last day to withdraw from an OLM Session I class with a "W" grade; last day to select pass/fail for an OLM Session I class	Wednesday, January 24
Last day of OLM Session I	Saturday, February 10
First day of OLM Session II	Monday, February 12
Last day of drop/add for OLM Session II classes; last day to change a regular class from credit to audit	Friday, February 16
Last day to withdraw from an OLM Session II class with a "W" grade; last day to select pass/fail for an OLM Session II class	Wednesday, February 28
Last day of OLM Session II	Saturday, March 17
First day of OLM Session III	Monday, March 19

Last day of drop/add for OLM Session III classes; last day to change a regular class from credit to audit	Friday, March 23
Last day to withdraw from an OLM Session III class with a “W” grade; last day to select pass/fail for an OLM Session II class	Wednesday, April 4
Last day of OLM Session III	Saturday, April 21

Summer 2018:

First day of OLM Session I	Monday, April 23
Last day of drop/add for OLM Session I classes; last day to change a regular class from credit to audit	Friday, April 27
Last day to withdraw from an OLM Session I class with a “W” grade; last day to select pass/fail for an OLM Session I class	Wednesday, May 9
Last day of OLM Session I	Saturday, May 26
First day of OLM Session II	Monday, June 4
Last day of drop/add for OLM Session II classes; last day to change a regular class from credit to audit	Friday, June 8
Last day to withdraw from an OLM Session II class with a “W” grade; last day to select pass/fail for an OLM Session II class	Wednesday, June 20
Last day of OLM Session II	Saturday, July 7
First day of OLM Session III	Monday, July 9
Last day of drop/add for OLM Session III classes; last day to change a regular class from credit to audit	Friday, July 13
Last day to withdraw from an OLM Session III class with a “W” grade; last day to select pass/fail for an OLM Session II class	Wednesday, July 25
Last day of OLM Session III	Saturday, August 11

Online Degree Completion Programs in Criminal Justice, Psychology**Fall 2017:**

First day of Online Session I classes	Wednesday, August 16
Last day of drop/add for Online Session I classes; last day to change an Online Session I class from credit to audit	Friday, August 18
Last day to withdraw from an Online Session I class with a “W” grade; last day to select pass/fail for an Online Session I class	Wednesday, September 13
Online Session I (8-week classes) ends	Wednesday, October 11
Final grades for Online Session I (8-week	Monday, October 16

classes) due to Registrar, 12:00 p.m.	
Online Session II begins	Monday, October 16
Last day of drop/add for Online Session II classes; last day to change an Online Session II class from credit to audit	Friday, October 18
Online Session I (10-week classes) ends	Wednesday, October 25
Final grades for Online Session I (10-week classes) due to Registrar, 12:00 p.m.	Monday, October 30
Last day to withdraw from an Online Session II class with a "W" grade; last day to select pass/fail for an Online Session II class	Wednesday, November 15
Last day of Online Session II classes	Monday, December 11
Final grades for all graduating students due to Registrar, 12:00 p.m.	Wednesday, December 13
Final grades for all other students due to Registrar, 12:00 p.m.	Thursday, December 14

Spring 2018:

First day of Online Session I classes	Monday, January 8
Last day of drop/add for Online Session I classes; last day to change an Online Session I class from credit to audit	Wednesday, January 10
Deadline to resolve Incomplete grades from Fall 2017 Online Session I and Online Session II classes	Friday, February 2
Last day to withdraw from an Online Session I class with a "W" grade; last day to select pass/fail for an Online Session I class	Friday, February 2
Online Session I (8-week classes) ends	Monday, March 5
Final grades for Online Session I (8-week classes) due to Registrar, 12:00 p.m.	Wednesday, March 7
Online Session II begins	Monday, March 12
Last day of drop/add for Online Session II classes; last day to change an Online Session II class from credit to audit	Friday, March 16
Online Session I (10-week classes) ends	Monday, March 19
Final grades for Online Session I (10-week classes) due to Registrar, 12:00 p.m.	Wednesday, March 21
Last day to withdraw from an Online Session II class with a "W" grade; last day to select pass/fail for an Online Session II class	Friday, April 7
Online Session II ends	Monday, May 7
Final grades for all graduating students due to Registrar, 12:00 p.m.	Wednesday, May 9
Final grades for all other students due to Registrar, 12:00 p.m.	Thursday, May 10
Commencement	Saturday, May 12

Summer 2018:

First Day of Summer Online Session	Monday, May 21
Last day of drop/add for Summer Online Session classes; last day to change a Summer Online Session class from credit to audit	Wednesday, May 23
Last day to withdraw from an Summer Online Session class with a "W" grade; last day to select pass/fail for an Online Session I class	Friday, June 15
Last day of Summer Online Session	Monday, July 16
Final grades for Summer Online Session due to Registrar, 12:00 p.m.	Wednesday, July 17

Piedmont Alternative Licensure (PAL) Program, Summer 2018**Summer 2018:**

PAL Session I dates	Monday, June 25 – Friday, June 29
PAL Session II dates	Monday, July 2 – Friday, July 6
PAL Session III dates	Monday, July 9 – Friday, July 13
PAL Session IV dates	Monday, July 16 – Friday, July 20
PAL Session V dates	Monday, July 23 – Friday, July 27

GENERAL INSTITUTIONAL POLICIES

Affirmative Action/Equal Opportunity Policy

Greensboro College is committed to equal opportunity in employment and education, and will maintain an environment free of unlawful discrimination. The College will not discriminate on the basis of race, color, religion, national origin, gender, sex, pregnancy, age, marital status, sexual orientation, gender identity or expression, genetic information, disability, veteran status or any other basis prohibited by federal, state or local law in recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs. The College complies with the applicable nondiscrimination and affirmative action titles and sections of the Civil Rights Act of 1964, Federal Executive Order 11246, Educational Amendments of 1972, Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination in Employment Act of 1967, and the Age Discrimination Act of 1975, Equal Pay Act of 1963, Americans with Disabilities Act of 1990, Genetic Information Nondiscrimination Act of 2008, as well as all amendments thereto as applicable.

Americans with Disabilities Act (ADA) Policy

Greensboro College is committed to maintaining an inclusive and accessible environment across campus. The Americans with Disability Act of 1990 (ADA) and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) prohibit discrimination in employment and educational programs against qualified individuals with disabilities.

It is the policy of Greensboro College to provide reasonable accommodations or academic adjustments when necessary. These accommodations must be made in a timely manner and on an individualized and flexible basis.

It is the responsibility of the individual students, staff, and faculty members to identify themselves as an individual with a disability when seeking an accommodation or adjustment. It is also the responsibility of individual students, staff, and faculty members to document their disability (from an appropriately licensed professional) and to demonstrate how the disability limits their ability to complete the essential functions of their job or limits student's participation in programs or services of the College. Medical documentation will be kept confidential.

Under the ADA, an individual with a disability means any person who has a physical or mental impairment that substantially limits one or more major life activities of the individual, a record of such an impairment, or begin regarded as having such an impairment. "Major life activities" includes caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

Accommodation Procedures

The standard procedures for accommodation requests allow for an interactive process whereby the following occurs:

1. A request for accommodation is made
2. The appropriate documentation is provided to support the disability
3. A reasonable accommodation is made; if appropriate

Employee Accommodations

1. To receive an accommodation under the ADA, an employee must fill out a Reasonable Accommodation Request Form and submit it to the Office of Human Resources. The employee should include documentation of his or her functional limitations.
2. After reviewing the documentation and the facts of each request, the Director of Human Resources will determine if the employee is eligible for the accommodations under the ADA.
3. The Director of Human Resources and the employee's supervisor will then facilitate a plan of reasonable accommodation by following these steps:
 - a. Determine what documentation is needed to support the employee's request for accommodation
 - b. Clarify the responsibilities of the College and the employee throughout the process
 - c. Identify the essential and marginal functions of the position (if not already done)
 - d. Discuss the employee's specific physical or mental abilities or limitation as they relate to the essential functions along with potential accommodations
 - e. Identify the accommodation that best serves the needs of the employee and the College
4. The College may require that a request for reasonable accommodation be supported by documentation.
5. It is the responsibility of the Director of Human Resources and employee's supervisor to determine the reasonable accommodation in a particular case.
6. The accommodation and any related documentation is maintained by the Office of Human Resources. Information shall be shared only with those having an official need to know.
7. The employee is responsible for contacting the Director of Human Resources if the reasonable accommodations are not implemented in an effective and timely manner. The Director of Human Resources will work with the employee, and other parties as needed, to resolve disagreements regarding the recommended accommodation.

Student Accommodations

1. To receive an accommodation under the ADA, students must fill out an Accommodation Request Form and have his or her healthcare provider fill out an Accessibility Verification Form. These forms must be returned to the Office of Academic Accessibility. Requests for accommodations should be

made far enough in advance to allow staff adequate time to coordinate needed services. Generally it is best to request needed services before a semester begins or as soon as a disability becomes known.

2. The accommodation and any related documentation is maintained by the Office of Academic Accessibility in confidence.
3. The Director of Academic Accessibility makes the determination of whether the student is eligible for accommodations under the ADA. The Director of Academic Accessibility and the student will discuss what assistance is needed and, if requested, will provide information to relevant faculty members and/or personnel indicating the nature of the accommodation required.
4. If there is a discrepancy regarding requested accommodations, the Director of Academic Accessibility will facilitate discussions between the student and faculty members and/or academic department. It is the responsibility of the Office of Academic Accessibility to determine the reasonable accommodation in a particular case, taking into account the content of the course, the student's disability, and the documentation from an appropriate credentialed professional. Nothing in these procedures requires an academic department to fundamentally alter the nature of its academic program.
5. Students are responsible for notifying the Office of Academic Accessibility if reasonable accommodations are not implemented in an effective and timely way.

Sexual Misconduct

Greensboro College does not discriminate on the basis of sex or gender in its programs and activities and is committed to providing a safe and welcoming campus environment. Greensboro College's sexual misconduct policy is intended to uphold that commitment and to meet federal regulations including Title IX of the Education Amendments of 1972, the Violence Against Women Reauthorization Act of 2013, and Title IV of the Civil Rights Act of 1964. The policy protects members of the campus community from gender-based discrimination, sexual harassment, and sexual misconduct of any kind that may create a hostile educational environment. The policy applies to any allegation of sexual misconduct involving a student who is or was enrolled at Greensboro College at the time of the incident, regardless of where or when the conduct occurred. For Greensboro College's full sexual misconduct policy and other resources, please refer to the Greensboro College website <https://www.greensboro.edu/sexual-misconduct>.

Sexual misconduct is defined as any act of a sexual nature perpetrated against an individual without consent or when an individual is unable to freely give consent. Consent must be informed, voluntary, and mutual, and can be withdrawn at any time. Someone who is incapacitated cannot give consent. Types of Sexual Misconduct include sexual harassment, sexual assault, sexual intimidation, sexual exploitation, dating or domestic violence, stalking or cyberstalking. The policy also prohibits retaliation and false reporting.

Anyone who has experienced sexual misconduct or who has witnessed sexual misconduct is strongly encouraged to report the misconduct to the College. All Greensboro College employees, other than those designated as confidential resources,

are considered “responsible employees.” When a report of sexual misconduct is made to a responsible employee, that employee is required to report the matter to the Title IX Coordinator. These reports will include all relevant details that are known about the alleged sexual misconduct including the names of the persons involved, any witnesses, and any other relevant facts such as the date, time, and location of the alleged incident. Responsible employees at the College include faculty, staff, and student workers—such as Resident Advisors, Residence Hall Directors, coaches, trainers, advisors, student development personnel, and many others. The responsible employee does not need to determine if, in fact, a violation of the policy occurred in order to make a report. Licensed counselors, pastoral counselors, and healthcare providers are not “responsible employees” and are not required to report any information about an incident of sexual misconduct to the College. If an individual would like for an incident to be kept confidential, they should speak with the on-campus counselor, clergy, or campus health services, or off-campus rape crisis support services.

Under Title IX, schools must designate at least one employee who is responsible for coordinating the school’s compliance with Title IX. This person is known as the Title IX Coordinator. The Title IX Coordinator oversees the school’s response to reports of sexual misconduct, including all investigation and resolution of sexual misconduct covered by this policy, and identifies and addresses any patterns or systemic problems revealed by such reports. The Title IX Coordinator at Greensboro College is:

Emily Scott
Title IX Coordinator
231 Main Building
titleix@greensboro.edu
336-272-7102 ext. 5496

Individuals are encouraged to speak directly to the Title IX Coordinator to report incidents of suspected sexual misconduct, but they may also contact a responsible employee of the College, including other College administrators, who will refer the matter to the Title IX Coordinator in a timely manner.

Greensboro College also provides an anonymous reporting number that accepts messages. That number is 336-217-7259. Reports made to this phone line will be submitted to the Title IX Coordinator for review.

Fraternization Policy

Greensboro College holds its faculty and staff to the highest ethical and professional standards. A fraternization policy has been established in order to promote efficient and fair operation of the College, to avoid conflicts of interest, misunderstandings and complaints of favoritism, supervision problems, morale problems, questions regarding academic achievement, and sexual harassment. The College has enacted the fraternization policy in order to affirm respect for the humanity of all its constituencies and to publish guidelines to proactively protect against violations.

Fraternization is defined as a consensual romantic or consensual sexual relationship between individuals who occupy different levels of authority within the institution.

Fraternization also includes dating, pursuing a date, and having or pursuing a romantic or sexual relationship.

All employees are prohibited from fraternization with students. Violators of this policy shall be subject to discipline, up to or including termination of employment.

Employees have an obligation to report known fraternization. Reports of fraternization shall follow the same protocols and procedures as the Discrimination/Harassment/Retaliation Policy for employees. The Sexual Misconduct Policy will apply when relevant.

Drug and Alcohol Abuse Policy

In accordance with the Drug-Free Schools and Communities Act Amendment of 1989 and Drug-Free Workplace Act of 1988, Greensboro College supports and maintains a drug-free living and learning environment and workplace for its students, faculty and staff. As a result, the College strictly prohibits the unlawful manufacture, distribution, dispensation, possession or use of alcohol; illegal drugs; controlled substances and possession of drug paraphernalia by students and employees, including volunteers and guests, on College property or at any College-sponsored event on or off campus. Alcohol may be served at College events with prior authorization. The consumption of alcohol at events when the College has authorized such use is permitted only by individuals of legal drinking age.

Any student failing to comply with the policy constitutes a violation of the Greensboro College Student Code of Conduct and offenders will be subject to sanctions, consistent with local, state and federal law, up to and including suspension or dismissal.

An employee in violation of the policy will be subject to disciplinary action up to and including termination of employment. Employees are required to report and drug- or alcohol-related convictions occurring in the workplace to the College no later than five (5) days after such conviction. Such conviction may also result in termination of employment.

The College reserves the right to pass on information regarding possession, use and/or distribution of illegal drugs and drug paraphernalia by any member of its community to local, state, and federal authorities as required. Federal legislation mandates that individuals cannot receive federal aid if they have been convicted of the possession or sale of illegal drugs for an offense that occurred while they were receiving student aid.

Release of Educational Records

The Family Educational Rights and Privacy Act of 1974, which is commonly known as the Buckley Amendment, was passed and put into effect in January 1974. The law affords students rights of access to educational records and protects students from the release and disclosure of those records to third parties. Educational records are those records, files and other materials that contain information directly related to a student's academic progress, financial status, medical condition, etc., and are

maintained by the College or a party acting on behalf of the College. Educational records, with the exception of those designated as directory information (described below), may not be released without the written consent of the student to any individual, agency or organization other than the following authorized personnel: (1) to parents, if student is a dependent as defined by Section 152 of the Internal Revenue Code of 1954; (2) to Greensboro College faculty and staff who have an educational interest in the student; (3) to officials of other schools in which the student seeks to enroll (transcripts); (4) to certain government agencies specified in the legislation; (5) to an accrediting agency in carrying out its function; (6) in emergency situations where the health or safety of the student or others is involved; (7) to educational surveys where individual identification is withheld; (8) in response to a judicial order; (9) in a campus directory after the student has deletion options; and (10) in connection with financial aid.

A student may request, in writing, an opportunity to review the official educational records maintained by the College. Educational records excluded from student access are (1) confidential information placed in the record before January 1, 1975; (2) medical and psychological information; (3) private notes and procedural matters retained by the maker or substitutes; and (4) financial records of parents or guardian.

Students may challenge any data in their educational record that is considered to be inaccurate or misleading. The student must submit the challenge in writing to the Dean of Students. The Dean of Students and the Dean of the Faculty will review and rule on any challenge.

For more information about educational records maintained by the College, please contact the Dean of Students or the Dean of the Faculty.

The College is permitted to make public certain directory information including a student's name, home town, majors and minors, class (freshman, sophomore, junior, senior, or post baccalaureate/graduate student), degrees being pursued, participation in officially recognized activities and athletic events, height and weight for student athletes, photographs, and academic and other awards earned. Any student who objects to the release of directory information should notify the Registrar's Office in writing.

Maintenance and Disposal of Student Records

The Registrar's Office maintains the academic record of each student who enrolled at Greensboro College. Academic records originate in the Admissions Office and contain the admission application, high school and/or college transcripts, and other documents that the Admissions Office collects. Academic records remain in the Registrar's active files while students are enrolled, and correspondence, registration forms, drop/add forms, or any other documents representing the student's academic transactions are filed there. When students graduate, withdraw, or otherwise depart from the College, their records are moved to the academic archives. After a total of three years of non-enrollment, students' records are destroyed. Academic transcripts from other institutions are scanned and retained by the College indefinitely, beginning with students enrolled in the Spring 2016 semester. Students who wish to re-enroll after a three or more years absence may need to re-submit official

transcripts from all colleges and universities they have attended other than Greensboro College prior to being approved for readmission.

In addition to these physical student records, academic transcripts are stored electronically and permanently in the student information system, Empower. This database is backed up via snapshots on a fault-tolerant multi-pathed data storage device in the College's secure server room. Snapshots are also sent automatically via a secure network connection to a clone of our local storage device in a remote secure data center.

The Student Development Office keeps files on all enrolled traditional students. Contents include, but are not limited to:

- Housing information
- Correspondence to student
- General information
- Parking appeals decisions
- Copies of correspondence from other offices
- Signed Honor Code pledge

Disciplinary records are kept separate from the general student file and are stored in a locked file cabinet, in a locked office. Once the student graduates or withdraws from the College, the records are combined with the general file and archived. Each student's permanent file and disciplinary record is digitized, encrypted, and stored on a password-protected server after the student graduates or withdraws from the College. The hard copy of these records is destroyed. The electronic copy is stored indefinitely.

Files are kept on all students who meet with the Counselor for counseling. Counseling files are kept separately from all student files and are only accessible to the Director of Counseling Services. The files are kept for ten years following a student's exit from the College. After that time the records are shredded and discarded.

Health and immunization records are maintained by the Director of Student Health for all students who are required to comply with state immunization laws. The College physician and nurse have access to these files. Each student's medical records after 2015 are stored electronically through a secure third party vendor, Magnus Health. The student's record is kept indefinitely and the student maintains access to and control over his/her own records.

Tobacco-Free Policy

Greensboro College is committed to providing a safe and healthy environment to its students, employees, and guests. With this commitment the College will provide a tobacco-free campus for its students, staff, faculty, and guests. Tobacco-free is defined as a total ban on the use of tobacco products, including electronic tobacco products, while on Greensboro College campus or at any Greensboro College-sponsored event.

Inclement Weather

In most weather conditions, Greensboro College will remain open. Non-residential students should use their own discretion in driving to the campus in unsafe weather conditions. When weather or road conditions make travel unsafe, commuters will be excused from day/evening/weekend classes, but will be responsible for missed work. In the event Greensboro College delays or cancels classes, announcements will be made on the College's switchboard, College website, local radio and TV stations, and GC Alert Emergency Notification System. If classes are canceled, the college is considered closed, and faculty and staff are not required to report to work.

Political Activities

Internal Revenue Service regulations restrict political activity at Greensboro College and at all other organizations exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code. The actions of students, faculty and staff with regard to political activities on campus can affect the College's exempt status which could result in loss of our status and could cause the College to be subject to an excise tax on all monies spent.

Greensboro College encourages and supports the involvement of students, faculty and staff in the political process in their capacity as individual citizens. As long as individuals do not present themselves as acting or speaking in their capacity as members of the Greensboro College community, there are no restrictions on their political activity.

The following regulations provide guidance as to acceptable political activity by tax exempt institutions such as Greensboro College.

- I. The College cannot endorse any candidate, make donations to political campaigns, engage in fund raising, distribute statements or become involved in any activities that may be beneficial or detrimental to any candidate.
- II. Efforts to educate voters must stay within the Internal Revenue Service guidelines for political campaign activities.
- III. Whether an organization is engaging in political campaign activity depends upon all the facts and circumstances in each case. For example, organizations may sponsor debates or forums to educate voters. But if the forum or debate shows a preference for or against a certain candidate, it becomes a prohibited activity.

Given the potential consequences of a violation of these regulations to the College, any political activity involving Greensboro College students, faculty and staff that could be construed as being sponsored by the College or which involves the use of College facilities must have prior written approval of the appropriate member of the President's Cabinet.

Student and Parent Complaints

Greensboro College recognizes the need to have procedures in place to address and respond to concerns raised by students as well as their parents or guardians. Greensboro College believes the ideal community is one marked by mutual respect and a spirit of collegiality. This means, first, that individuals should make every reasonable effort to resolve disagreements with the person involved before invoking the complaints procedure outlined below.

The following outlines the procedures and responsibilities of both parties with regard to the submission of, and response to, complaints presented to the College. Compliance with these procedures is mandatory. Any complaint submitted to the College that does not meet the following criteria shall be acknowledged as an INFORMAL COMPLAINT and referred to the appropriate administrator.

I. A FORMAL COMPLAINT shall be defined as any complaint made by a student and/or parent, received in writing, and concerning circumstances not more than one year prior to the date of submission of the complaint. A written complaint may be submitted to the College in person, by U.S. mail, or by fax and MUST include an official Greensboro College Complaint Coversheet. Complaints may not be submitted by e-mail.

II. All written student and parent complaints are to be acknowledged by the appropriate administrative office of the College within 15 business days of the receipt of the complaint. The acknowledgement shall indicate if the complaint has been accepted as FORMAL or INFORMAL. The date of receipt should be clearly marked on the written complaint.

III. All FORMAL COMPLAINTS shall be responded to within 30 business days after acknowledging receipt of the complaint. The Cabinet level official who supervises the administrative office or personnel identified in the complaint will inform the complainant regarding the institutional response to the complaint. The response shall outline the steps that will be or have been taken to resolve the complaint. The decision of the Cabinet Member is final.

IV. The office of Student Development shall be responsible for collecting and maintaining records of all written complaints, acknowledgements thereof, and official responses to the complainant. The office of Student Development will therefore, monitor institutional compliance with the written complaints policy and be responsible for reporting the result of compliance on an annual basis to the President's Cabinet.

V. The written complaints policy is distinctly separate from the grievance policy for the following reasons:

- a. A grievance is a purely academic issue;
- b. A grievance should be sought as a step toward resolution prior to a formal complaint;

c. While every attempt is made to resolve grievances within the semester of the disagreement, formal complaints may be sought up to a year after the disagreement;

d. AND while the grievance policy has certain steps outlined to appeal decisions made, the formal complaint may serve as the final appeal.

VI. All decisions made, in response to formal written complaints, are considered final and not subject to any further appeal.

The President's Cabinet shall be ultimately responsible for the implementation and revision of the written complaints policy. The complaints committee, appointed by the President's Cabinet, shall annually review; the policy, the subsequent results of compliance from the previous year, and recommend any amendments or revisions to the policy.

ADMISSION REQUIREMENTS

Secondary School Graduates

The Greensboro College Office of Admissions operates on a rolling basis, meaning that there is no deadline for applications to be submitted. Students may apply for admission to fall semester, spring semester, or summer terms.

A complete application consists of the following items:

1. A completed application for admission.
2. Official high school and/or college transcripts or GED records.
3. Scholastic Assessment Test (SAT) or American College Test (ACT) scores.
4. Application fee is free.

Admissions decisions are based on many factors. The most important factor is the student's high school curriculum. A curriculum that provides good preparation for Greensboro College includes four units of English, three units of college-preparatory mathematics (Algebra I, II and Geometry), two units of science (including one laboratory science), two units of history, two units of the same foreign language and electives chosen from music, art, physical education and social science.

Other factors considered include the student's grades since ninth grade, the optional application essay, standardized test scores, extracurricular involvements and the caliber of the student's high school. Interviews are not required but are strongly encouraged. Recommendations from teachers and school counselors are optional but encouraged.

Admissions decisions are made by the Admissions Committee in consultation with appropriate faculty and staff when necessary. The Admissions Committee reserves the right to request interviews, recommendations, grade reports or other supporting information for an applicant's file. All decisions are based on a comprehensive review of all application materials.

After acceptance, students should respond to the Office of Admissions to keep their applications active by sending a \$200 deposit. This deposit reserves space in the entering class and residence halls. The deposit is refundable if requested in writing by May 1. Students who are admitted as first time freshmen must also have their final high school transcript confirming graduation sent to the Office of Admissions. All students who are admitted, freshmen and transfers, are done so contingent on successful completion of courses in progress and on earning a high school diploma or GED. International students should refer to the section of this *Catalog* entitled International Students.

The Greensboro College Office of Admissions is open Monday-Friday, 8:30 a.m. to 5 p.m., and on selected Saturdays. Campus tours and information sessions may be scheduled by calling (800) 346-8226 or (336) 217-7211, or by emailing visitdays@greensboro.edu. The fax number is (336) 378-0154; the e-mail address is admissions@greensboro.edu; the College's web site may be accessed at <http://www.greensboro.edu>.

Academic Success Program

The Academic Success Program is designed for newly enrolled first year and transfer students who need a structured academic environment during their first year at Greensboro College. Students are placed in the Academic Success Program upon recommendation of the Admissions Committee and through conditions outlined by the Dean of Admissions and the Director of Academic Success. Students who are admitted to the College through the Academic Success Program are required to sign an Academic Success Contract stipulating the conditions for their acceptance to the College. The Contract must be signed by the student and his/her parent(s)/guardian and mailed or delivered to the Office of Admissions before the start of the student's entering semester. Students admitted through the Academic Success Program in a fall semester will remain in the program for two semesters; students admitted through the program in a spring semester will remain in the program for one or two semesters at the discretion of the Director.

Students who are enrolled in the program are subject to the College's policies on academic probation, withdrawal, and suspension (see [Academic Probation, Academic Withdrawal, and Academic, and Suspension Policies](#)). Participants in the program enroll in approximately 12-14 credit hours during their first semester at Greensboro College. Additionally, all first year and selected transfer students in the Academic Success Program are required to take GCS 1100, Greensboro College Seminar, in their first semester at Greensboro College.

Students in the Academic Success Program meet weekly with the Director of Academic Success. Meetings with the Director will provide a time for students to discuss academic progress, review areas needing additional academic services, and explore personal development and reflection.

Adult Students

Adult students may be admitted to pursue a variety of undergraduate degrees, post baccalaureate programs and graduate studies. Students who are 23 years of age or older, or who will turn 23 during the first semester of enrollment, are given adult status. Adult status is also applied to any person holding a baccalaureate degree. Students enrolled in the On-Ground Organizational Leadership and Management (OLM) Program, the Piedmont Alternative Licensure (PAL) program, or the Rockingham Community College/Greensboro College Elementary Education or Criminal Justice Programs are also granted adult status. Additionally, students enrolled in the online Organizational Leadership and Management (OLM) Program, or the online degree completion programs in Criminal Justice or Psychology, are granted adult status. Returning students who have not been enrolled at Greensboro College for a minimum of one year and who are 23 years of age or older at the time of readmission are classified with adult status.

Adult Student Requirements for Undergraduate Admission

To be considered for undergraduate admission as an adult student, a student must meet the above requirements. A complete application consists of the following items:

1. A completed application for admission.
2. Official transcripts reflecting graduation from high school or General Education Development (GED) test scores indicating satisfactory completion of the program.
3. Official transcripts from all colleges/universities attended.
4. Dean of Students Referral Form from the last institution attended (effective January 2016).
5. Written essay (optional).
6. Letter of recommendation (optional).
7. Application fee is free.

Transfer students with fewer than 24 semester hours are required to submit an official high school transcript or GED transcript verifying graduation. Transfer applicants who for any reason are ineligible to return to the last institution they attended will be considered for admission to Greensboro College only after having successfully completed course work at a community college or other institution, or after one semester out of the institution.

All admissions decisions are made by the Admissions Committee in consultation with appropriate faculty and staff. The Admissions Committee reserves the right to request interviews, recommendations, grade reports, or other supporting information for an applicant's file. All decisions are based on a comprehensive review of all application materials. International students should refer to the section of this *Catalog* entitled International Students.

There is no closing date on applications; however, each student is encouraged to apply as early as possible prior to the enrolling semester. Interviews are helpful to the student and may be scheduled Monday through Friday from 8:30 a.m. – 5:00 p.m. Appointments for these or other hours can be scheduled by calling (336) 217-7284 or emailing adults@greensboro.edu.

Transfer Students

Greensboro College welcomes transfer students and accepts transfer credit on an individual basis for courses successfully completed at regionally accredited universities, senior colleges, junior colleges, community colleges and technical colleges. (See also Transfer Credit from Non-regionally Accredited Institutions). Students should follow the same application procedures as new freshmen, and also have official transcripts from any college they have attended sent to the Greensboro College Office of Admissions. If a transfer student has earned at least 24 semester hours in college, high school records and standardized test scores are not required. A Dean of Students Referral Form is required from the last institution attended.

Official evaluation of transfer credits from other institutions is made by the Registrar. Consult the section of this *Catalog* entitled Transfer Policy for details.

An applicant who for any reason is ineligible to return to the institution previously attended will be considered for admission to Greensboro College after one semester out of the institution. An interview may be required.

Post Baccalaureate Students

Greensboro College offers a range of post baccalaureate programs for students who have already earned an undergraduate degree. Two of these programs, the Licensure Only Program and the Piedmont Alternative Licensure Program (PAL), include undergraduate courses only; the admission requirements are listed below. Admission requirements for other post baccalaureate programs that include graduate courses and/or lead to master's degrees are listed in the *Greensboro College Graduate Academic Catalog*.

Licensure Only Program*

1. a completed application for admission
2. a bachelor's degree from a regionally accredited institution
3. official transcripts from each degree-awarding institution. Providing official transcripts from all colleges attended previously is optional, but mandatory for any transfer credit to be awarded from those colleges. The cumulative grade point average from the degree-awarding institution must be a minimum 2.0.
4. submission of an essay
5. submission of one letter of recommendation, preferably from the candidate's employer or an instructor
6. a non-refundable application fee of \$35

Piedmont Alternative Licensure Program (PAL)*

1. a completed application for admission
2. a bachelor's degree from a regionally accredited institution
3. official transcripts from each degree-awarding institution. Providing official transcripts from all colleges attended previously is optional, but mandatory for any transfer credit to be awarded from those colleges.
4. a minimum 2.5 cumulative grade point average from the degree-awarding institution, or a minimum 2.0 grade point average from the degree-awarding institution if the applicant is officially hired as a lateral-entry teacher (documentation required)
5. submission of an essay
6. submission of one letter of recommendation, preferably from the candidate's employer or an instructor
7. a non-refundable application fee of \$35

*NOTE: All candidates seeking licensure must submit a separate application to the Teacher Education Program during either their first semester at Greensboro College or by the completion of nine semester hours of coursework. Students must be admitted to the Teacher Education Program by the end of their second semester of the initial license program. Applications for admission to the Teacher Education Program are available from the Office of Teacher Education, Proctor Hall East, Room 108.

Admission to Greensboro College does not constitute admission to the Teacher Education Program.

International Students

Greensboro College welcomes applications from qualified international students. The application procedures are the same as those for secondary school graduates or transfer students, with the exception of test requirements. Prospective international undergraduate students must prove English proficiency in one of the following ways: 1) satisfactory scores on the Scholastic Assessment Test (SAT) or American College Test (ACT), 2) an internet-based minimum score of 76 with minimum section scores of 18 for Reading, 18 for Listening, 20 for Speaking, and 20 for Writing on the Test of English as a Foreign Language (TOEFL), 3) satisfactory score on the Gaokao, 4) satisfactory score on the ITEP, 5) successful completion of the 109 level at any ELS Language Center, 6) successful completion of Level 5 at the American Language Academy, or 7) a minimum score of 76 on the MELAB; with this option the College will also assess oral proficiency post-admission for the purpose of placement. Exceptions may be made by the Dean of Admissions in consultation with appropriate faculty and/or staff.

If a traditional international student is admitted, a \$200 deposit is required to hold space in the entering class and in the residence halls. This deposit must be received before the I-20 is issued. This deposit is refundable if requested by May 1. Adult international students are not required to pay a deposit.

International Students studying at Greensboro College must meet certain criteria in order to remain enrolled.

- Full time enrollment during each academic semester, excluding Summer Sessions I and II.
- Good financial standing (i.e. the terms of the “Financial Affidavit of Support” must be upheld throughout the length of study at Greensboro College).
- Students must remain “in status,” as set forth by rules and regulations of the Office of Homeland Security, throughout the duration of their studies at Greensboro College. Students falling “out of status” will have one semester to return to F-1 Status.

The College reserves the right to end its educational partnership with any international student failing to meet these requirements. Any questions regarding international students and related policies and procedures should be directed to the Dean of Admissions or the international student coordinator.

Summer School

Greensboro College offers two five-week summer sessions, one eight-week online session, and other program-specific terms that provide opportunities for new, visiting and continuing students to accelerate the completion of their programs.

Visiting students planning to attend summer sessions at Greensboro College must complete a Non-Degree or Visiting Student Application. Students who want to enroll in an online degree completion program must complete an online degree completion program application.

Greensboro College students under suspension who wish to attend Summer Session II at Greensboro College should appeal in writing to the Scholastic Standing Committee according to procedures and deadlines specified by the Senior Vice President and Chief Academic Officer. No student under suspension may attend Summer Session I. Enrollment in summer school for suspended students does not guarantee admission to the fall semester.

Readmission

A student who withdraws from the College in good academic standing may apply for readmission to the Admissions Office. This readmission application will be forwarded to the Readmission Committee for review. Readmission is not guaranteed.

A student who has been suspended for academic reasons may, after one semester, apply for readmission on a probationary status. The application for readmission is available online. Readmission after academic suspension requires the approval of both the Readmission Committee and the Scholastic Standing Committee.

A student who has been suspended for disciplinary reasons may reapply after the time period set forth under the conditions of suspension. The application for readmission is available online. All conditions set forth in the suspension must be satisfied in order for readmission to be considered. Readmission may require several meetings with the Dean of Students, submission of appropriate documentation, and adherence to behavioral sanctions upon readmission.

A student who has taken a medical withdrawal may apply for readmission and must submit documentation from the appropriate health care provider to the Dean of Students verifying the student's health condition and readiness for returning to the College.

A student who has attended other colleges or universities during their absence from Greensboro College must provide all complete, official transcripts before he/she can register for courses. Transfer credit will not be awarded until all official transcripts are on file with the Registrar.

A student who has not been enrolled at Greensboro College for seven or more years and wishes to be readmitted will have only the Greensboro College transcript on file, and thus must provide official transcripts from all colleges and universities he/she has attended prior to readmission.

Students who are readmitted reenter the College under all provisions and the degree requirements of the current *Catalog*.

Office of Academic Accessibility

Greensboro College is committed to providing equal access to College programs to otherwise qualified students with a disability.

The College provides reasonable and appropriate accommodations to enrolled students with a disability to ensure equal access to the academic program and College-administered activities.

Definition and Voluntary Disclosure of Disability

A student with a disability is defined as one who:

- has a physical or mental impairment that substantially limits a major life activity such as walking, seeing, hearing, speaking, breathing, learning, working or caring for oneself,
- has a record of a substantially limiting impairment or is regarded as having such an impairment.

Qualifying physical or mental impairments may include, but are not limited to: mobility/orthopedic impairments, visual impairments, hearing impairments, speech impairments, specific learning disabilities, attention deficit disorders/attention deficit hyperactivity disorders, psychological disabilities, neurological impairments, traumatic brain injuries or chronic medical conditions such as cancer, diabetes or AIDS.

It is the responsibility of the student with a disability to identify himself or herself prior to receiving services by presenting appropriate documentation to the Director of Academic Accessibility. This should be done as early as possible upon acceptance to the College.

Documentation

Appropriate to the disability, documentation should be current, based on adult norms and include:

- Diagnostic statement identifying the disability using the appropriate DSM-V, ICD-9, or ICD-10 code; date of the current diagnostic evaluation; and the date of the original diagnosis.
- Description of the diagnostic testing or diagnostic criteria used; results of diagnostic tests and procedures used, along with dates tests were administered, and when available, both summary and specific test scores.
- Description of the current functional impact of the disability.
- Recommended accommodations, along with treatments, medications and assistive devices/services currently prescribed or in use.
- Description of the expected progression or stability of the disability over time, particularly the next five years.
- The credentials of the diagnosing professional.

Accommodations and Student Responsibilities:

Once documentation has been provided to the Director of Academic Accessibility, it is the responsibility of the student to make an appointment to review the documentation. Students must qualify for, and assist in the writing of, the Academic Accessibility Plan (AAP). Student input is a critical part of the process in promoting

self-awareness and self-advocacy skills necessary for success at the postsecondary level. The student is also responsible for self-advocating regarding individual needs by notifying his/her instructors at the beginning of each course about any disabilities that may require accommodation.

Modification of Course Requirement/Substitution

A student with a disability may request a course modification/substitution if their disability adversely affects their ability to meet course requirements. In every case the student has the responsibility to provide documentation supporting the need for a program to be modified. Requests for accommodations which involve course substitutions are considered and acted upon by the Accommodations Review Board, which is chaired by the Senior Vice President and Chief Academic Officer.

A course modification/substitution request requires the following:

1. Students make request known in writing and present appropriate documentation to the Director of Academic Accessibility, who then prepares the case for review by the Accommodations Review Board. A list of required documentation for the case is available in the Office of Academic Accessibility.
2. Such requests should be made as early as possible to facilitate accommodations involving specific scheduling. Students who submit requests as late as their junior year should be advised that, in order to complete the particular requested substitution or accommodation, graduation may be delayed.

The Accommodations Review Board reviews the student's request and the appropriateness of the documentation. Students are responsible if additional documentation, testing, or professional clarification is needed to substantiate a course substitution.

3. The Accommodations Review Board determines the appropriateness of the course modification request. When appropriate, consultation with appropriate faculty is sought.
4. The Senior Vice President and Chief Academic Officer communicates the Accommodations Review Board's decision in writing to the Registrar, student's major advisor, and the student.

The Accommodations Review Board also has authority to hear appeals from students who have concerns about the adequacy of accommodations which have been proposed or granted and to make a final determination regarding the accommodation(s) in question. Inquiries about the Accommodations Review Board may be directed either to the Director of Academic Accessibility or the Senior Vice President and Chief Academic Officer.

Modifications to Attendance Policies

Students requesting modifications to attendance policies set forth by individual instructors as an accommodation for a documented disability must do so by following procedures required by the Office of Academic Accessibility. For additional details about procedures for requesting attendance-related accommodations, please contact the Office of Academic Accessibility. Retroactive accommodations are not permissible.

Counseling Services

Counseling Services offers short-term counseling to all currently enrolled Greensboro College students for any personal or interpersonal concerns that may be impacting academic success or emotional well-being. Counseling is free and confidential, and services are typically provided on an individual basis. Sessions are generally 50 minutes in length and scheduled weekly; however, the length, frequency, duration, and type of treatment will be based on each individual's needs. If it is determined that a student needs more intensive or long-term treatment, or requires resources or competencies that the College cannot provide, students may be referred to an appropriate off-campus provider.

Students entering the College with a diagnosed mental or psychological disorder are encouraged to consult with Counseling Services to discuss strategies for management and treatment options both on campus and in the community. Counseling Services is located at 325 Main Building.

FINANCE

Tuition, Fees and Resident Costs

College costs for the fall semester are due on or before August 1, 2017, and on or before December 1, 2017 for spring semester. Withdrawal or absences from the College do not at any time release the student from liability for the full semester's charges except at the sole discretion of the College. Costs are subject to change without notice by the Board of Trustees.

Due to FERPA regulations, students are required to deal directly with the Office of Student Accounts for payment of tuition, fees, room and meal expenses. When a student requests bills to be sent to the parent or guardian, the student must so notify the Office of Student Accounts in writing in due time, but this in no way releases the student from liability to established penalties if bills are not paid on the dates advertised. The College will give official written notice of any credit balances to students following withdrawal or completion of College work.

Costs for the Bachelor of Arts, Bachelor of Music Education, and Bachelor of Science degree programs for full time, residential, traditional students are as follows for the 2017-2018 academic year.

Tuition and Student Services Fee	\$29,120
Room and Meals	\$10,700
Resident Cost Total	\$39,820

Tuition covers up to 18 hours per semester. Excess over 18 hours is charged at \$750 per credit hour or \$75 per credit hour if audited. This overload charge of \$750 per credit hour in excess of 18 hours is waived for students actively participating in the George Center for Honors Studies Program.

All full time students who have earned fewer than 80 hours of credit must live in the College residence halls unless they live with their parents in the Greensboro area, are veterans or are married. Students requesting an exception to this policy must make a written request to the Housing Appeals Committee. A meal plan is required of all students who live on campus. There are no exceptions to the requirement. If a student is not eligible to live off campus, full payment of room and board will still be due. Please refer to the Pride Guide for a complete listing of all Residence Life policies or contact the Office of Residence Life.

Room and Meal Plan (includes sales tax)	Charge per Semester	Total Charge For Year
Standard Double	\$5,350	\$10,700
Standard Private	\$7,850	\$15,700
Deluxe Double	\$5,800	\$11,600
Deluxe Private	\$8,950	\$17,900

Tuition Payment Plan

As an alternative to a single lump sum payment, students have the option of enrolling in an interest-free Tuition Payment Plan (TPP), administered by Heartland Campus Solutions. This is the only payment plan offered by the College. There is an application fee that is assessed when using this plan. For more information contact Heartland Campus Solutions by telephone at 1-866-927-1438 or by the internet at www.heartlandecsi.net. In addition to Heartland Campus Solutions, the Office of Student Accounts at the College is available to answer questions about the payment plan.

Additional costs such as books, lab fees, transportation and personal expenses are not eligible to be included in the Tuition Payment Plan.

Music Lesson Fees

Music lesson fees for Greensboro College students are \$600 per semester for 15 weekly one-hour lessons, or \$300 for 15 weekly half-hour lessons.

Teacher Licensure Fee

Students seeking teacher licensure will apply on the North Carolina Department of Public Instruction Online Licensure System at this website: <http://vo.licensure.ncpublicschools.gov>. The application fee is not part of the student's account at Greensboro College.

Student Teaching Fee

Education majors will incur a student teaching fee of \$150 in addition to their credit hour tuition fees.

Independent/Directed Study and Internship Fee

Students enrolled in an independent study, directed study, or internship will incur a fee of \$150 per course in addition to their credit hour tuition fees. Courses required for a major and only offered as an independent or directed study are not assessed this fee.

Course Fees

Course fees for certain art, music, and laboratory courses may apply. The cost of materials, supplies, or chorale outfits will be charged to the student's account.

Auditing Fee

Students auditing a class shall be assessed tuition charges at the rate of \$75 per credit hour, whether classified as a traditional or adult student. For traditional student exception from audit fees and for more information regarding auditing a course see [Auditing](#).

The senior citizen audit fee is assessed at the rate of \$75 per class for those persons 62 years of age or older.

Background Check Fee

Background checks are required for student teachers. The cost of a background check (\$15) will be charged to the student's account if the school system in which the student is teaching does not cover the cost of the background check.

Part-time Fee

All persons not regularly registered as full time or adult students and who carry less than twelve semester credit hours during any one semester shall be assessed tuition charges at the rate of \$750 per credit hour.

Traditional students who are taking at least eight credit hours but less than twelve credit hours have the option to live on campus. Students who choose to live on campus and are taking less than twelve credit hours will be charged tuition, fees, room and meal at the full time rates. Students taking less than eight credit hours are not eligible to live on campus.

Late Registration Fee

Any student who initially registers for a course or courses after the specified drop/add period ends for a term that is in session will be assessed a late registration fee of \$50. This fee is not charged for regular schedule adjustments that may occur for a student who registered prior to or during the specified drop/add period.

Adult Student Tuition and Fees

Tuition rates for the Piedmont Alternative Licensure (PAL) Program and the On-Ground Organizational Leadership and Management (OLM) Program are listed separately in the sections below titled Piedmont Alternative Licensure (PAL) Program and On-Ground Organizational Leadership and Management (OLM) Program, respectively. Tuition rates for all other adult programs are listed in this section.

Tuition is charged at the rate of \$355 per hour for undergraduate courses taken by adult students. Each applicant will pay a one-time application fee of \$35. A student services fee of \$340 will be assessed each fall and spring semester for degree-seeking adult students. For information on adult student admissions requirements, see Admission Requirements/Adult Students.

As an alternative to a single lump sum payment, students have the option of enrolling in an interest-free Tuition Payment Plan (TPP), administered by Heartland Campus Solutions. This is the only payment plan offered by the College. There is an application fee that is assessed when using this plan. For more information contact Heartland Campus Solutions by telephone at 1-866-927-1438 or by the internet at www.heartlandcsi.net. In addition to Heartland Campus Solutions, the Office of Student Accounts at the College is available to answer questions about the payment

plan.

Piedmont Alternative Licensure (PAL) Program

Tuition for courses in the Piedmont Alternative Licensure (PAL) Program is \$260 per credit hour. Courses in the PAL program are designated by the PAL prefix. Students in the PAL program may be required to take other content courses that are not included in the PAL program, and these other courses will be subject to the regular undergraduate adult student tuition rates.

On-Ground Organizational Leadership and Management (OLM) Program

The cost of the on-ground Organizational Leadership and Management (OLM) Program is \$24,120. This covers tuition for the two-year program (72 credit hours). Any hours that a student is required to take beyond the 72 hours included in the program will be charged tuition at the rate of \$355 per hour.

Online Degree Completion Programs

For tuition and fee rates and policies associated with Greensboro College's online degree completion programs, please see the section of this *Catalog* entitled [Policies and Procedures for Online Undergraduate Degree Completion Programs/Finance](#).

Projected Additional Student Charges Associated with Verification of Student Identity for Online Programs and Courses

Students enrolled in the online degree completion programs, and students enrolled in individual online courses, should be aware that at this time Greensboro College anticipates no projected additional student charges associated with verification of student identity. Charges associated with verification procedures have been built into existing tuition.

The tuition, fees, and other costs associated with Greensboro College's online degree completion program in Organizational Leadership and Management, as well as terms of payment and other policies and regulations, are listed in the section of this *Catalog* entitled [Policies and Procedures for Online Programs](#).

Greensboro College Military Tuition Assistance (TA) Rate Eligibility

The Greensboro College Military Tuition Assistance (TA) rates listed below apply to active duty military personnel and active duty military reserves who have been approved by the appropriate procedures on their bases and are enrolled in

undergraduate programs.

Service	GC Tuition Charge	TA Allowance	Covered Fees	Who is Eligible	Apply/Register
Air Force	\$250 per semester credit hour	\$250 per semester credit hour	Tuition, Lab Fees, Enrollment Fees, Special Fees, Computer Fees	Active Duty; Reserves	Must follow TA guidelines; online process
Army	\$250 per semester credit hour	\$250 per semester credit hour	Tuition, Lab Fees, Enrollment Fees, Special Fees, Computer Fees	Active Duty; ARNG on Active Duty; Army Reserves	Must follow TA guidelines; online process
Navy	\$250 per semester credit hour	\$250 per semester credit hour	Tuition, Lab Fees, Enrollment Fees, Special Fees, Computer Fees	Active Duty; Naval Reserves in AD Status	Must follow TA guidelines; NETPDTC 1560
Marines	\$250 per semester credit hour	\$250 per semester credit hour	Tuition, Lab Fees, Enrollment Fees, Special Fees, Computer Fees	Active Duty Only	Must follow TA guidelines; NETPDTC 1560
Coast Guard	\$250 per semester credit hour	\$187.50 per semester credit hour	Tuition, Lab Fees	Active Duty; Reserves in AD Status	Must follow TA guidelines; CG-4147

Terms of Payment

1. There is no application fee for undergraduate programs. A fee of \$35 must accompany each post baccalaureate program and each graduate program application. This is not refundable and is not applied to the student's expenses.
2. New traditional students, upon notification of acceptance by the Admissions Office, must mail a deposit of \$200 to the Admissions Office. This deposit will be credited toward tuition. The deposit is refundable until May 1. The deposit for the spring semester is nonrefundable but can be transferred to

the next fall semester.

3. If there should be a considerable increase in the price of commodities during the year, the College reserves the right to increase charges for the second semester.
4. Student accounts must be kept current. When an account is 60 days in arrears, a monthly charge of one percent on the unpaid balance will be added until the account is paid in full.

Payment Regulations

The rules regulating payment of all charges assessed by the College are fixed by the authority of the Executive Committee of the Board of Trustees. Waiver, suspension or alteration of these rules may be authorized only by the Executive Committee. Parents and students are expected to be familiar with the preceding section, Terms of Payment.

A student may complete registration only after payment of the application and reservation fees has been made. Privileges of class attendance will not be granted until full settlement of charges has been made in the Office of Student Accounts. A student may not register for the next succeeding semester or summer session until indebtedness to the College has been settled by payment in full. Moreover, a student may not be advanced to candidacy for a degree, may not expect to have an official transcript of college work released from the Registrar's Office, and may not participate in commencement exercises until all indebtedness to the College has been paid in full.

Refund Information

Registration in the College is considered a contract binding the student for charges for the entire semester. However, it is the policy of Greensboro College to give partial refunds in the event students officially withdraw from the College. The term "refund" is defined as a "reduction" in assessed charges. If a student cannot attend Greensboro College for the semester or term for which he/she is registered, and he/she does not follow proper procedures for withdrawing (see Dismissal and Withdrawal Policies and Procedures), a fee equal to 10 percent in fall or spring semesters, or 50 percent in summer sessions, of the tuition that is due upon the end of the drop/add period will be charged to the student's account.

Students who are removed from the residence halls at Greensboro College for disciplinary reasons will not be entitled to a refund.

Students who officially completely withdraw of their own initiative from Greensboro College before the beginning of classes will receive a full refund of tuition, academic and student activity fees. Nonrefundable deposits and registration fees will not be refunded. Students who arrive prior to the beginning of classes and then leave prior to the beginning of classes will be charged \$50 per day for the Room and Board for the days they were on campus. The beginning of classes is defined as follows.

Day Classes - The first day on which day classes are scheduled to meet, regardless of when a particular class begins.

Evening and Weekend Classes - The date and time of the first scheduled class meeting.

After the beginning of classes, students who officially completely withdraw of their own initiative will have their tuition, room and board prorated according to the following schedule.

First day of class through the end of Drop/Add period	90% Adjustment
One to seven days past the end of Drop/Add period	75% Adjustment
Eight to fourteen days past the end of the Drop/Add period	50% Adjustment
Fifteen to twenty-one days past the end of the Drop/Add period	25% Adjustment
Twenty-two or more days past the end of the Drop/Add period	0% Adjustment

Fees other than tuition, room and board are not subject to proration.

Students may drop a Weekend II class (which begins in mid-semester) prior to the beginning of the course without financial penalty. After the course has begun, students who wish to withdraw from a Weekend II course will have their tuition charges prorated according to the following schedule:

First weekend of classes	90% Adjustment
Second weekend of classes	75% Adjustment
Third weekend of classes	25% Adjustment
After the third weekend	0% Adjustment

Students should be aware that withdrawal from Weekend II classes may result in an adjustment in the student's financial aid award, including eligibility for the North Carolina Legislative Tuition Grant.

For those students who withdraw and are receiving financial aid through Greensboro College, the refund policy is dictated by federal guidelines. The College must refund the programs from which the student received assistance based on the date of withdrawal and percentage of time enrolled. It is therefore imperative that the student follows proper withdrawal procedures to ensure that a fair and equitable refund calculation can be performed. Once the withdrawal date is established and adjustments have been made in the charges incurred based on the length of enrollment, the Financial Aid Office must reduce the student's financial aid accordingly and reimburse the programs before any refund to the student can be made.

Refund Policy for Medical Withdrawals

Tuition

Students who officially withdraw completely because of medical reasons during the semester and prior to the Friday preceding the beginning of Weekend II classes may select one of the following options:

1. A refund of tuition payments based upon the College's standard refund policy, or
2. A credit of *tuition paid* by the student for the semester. This credit may be used only for future tuition payments at Greensboro College; it is not a refundable credit.

Room and Board

Students who officially withdraw completely because of medical reasons during the semester shall receive a refund for room and board based upon the College's standard refund policy.

Partial Withdrawals

A student who withdraws from one or more courses because of medical reasons but who remains enrolled at Greensboro College shall receive an adjustment for tuition payments based upon the College's standard refund policy.

Military Tuition Assistance (TA) Refund Policy

The refund policy for classes that meet in sessions of 8 weeks through 15 weeks in duration will include the Military Tuition Assistance (TA) refunds.

Military TA refunds will be paid directly to the Military Service, not to the Service member, as follows:

- Before the first day of the session in which the class is scheduled, 100% of the TA will be refunded.
- If classes are cancelled, 100% of the TA will be refunded.
- After the beginning of classes, students who officially completely withdraw of their own initiative will have their tuition prorated according to the following schedule:
 - First day of class through the end of drop/add, 90 % adjustment
 - One to three days past the end of drop/add, 75% adjustment
 - Four to seven days past the end of drop/add, 50% adjustment
 - Eight to eleven days past the end of drop/add, 25% adjustment
 - Twelve or more days past the end of drop/add, 0% adjustment

FINANCIAL AID

General Requirements

Greensboro College is committed to assisting students, and their families, secure the resources necessary to attend the College through the use of institutional, federal, and state funding in the form of scholarships, grants, loans, and work study. Financial aid is awarded, primarily, on the basis of demonstrated need as a result of filing the Free Application for Federal Student Aid (FAFSA). The Admissions Office offers awards based on merit and the School of the Arts offers awards based on talent.

To meet general eligibility requirements to be considered for financial aid, a student must:

- Be enrolled and accepted for enrollment in a program leading to a degree (non degree and visiting students cannot receive financial aid. Please consult your Financial Aid Office at your home institution.).
- Be making Satisfactory Academic Progress (SAP) toward a degree.
- Not owe a refund or be in default on a student loan received at any institution.
- Be registered with the Selective Service (if required), and confirm that registration.
- Provide a verified Social Security Number.
- Be a U.S. citizen or an eligible non-citizen.
- Demonstrate need or eligibility according to federal guidelines.

In addition to these general requirements, individual programs may have additional requirements specific to that particular program. Examples of these additional requirements are specific grade point average needed to maintain the program, or minimum level of enrollment required to be eligible to receive funding. Students should be familiar with the actual requirements for specific programs which apply to them. Students are eligible to receive financial aid for up to four years of full time undergraduate study. Eligibility for transfer students is based on the number of credits accepted by Greensboro College.

Applying for Need-Based Aid

All applicants for financial aid should complete the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed at www.fafsa.ed.gov. A Federal Student Aid (FSA) username and password are required to complete the FAFSA. Dependent students' parents will also need their own username and password.

First Year and Transfer Students

First year and transfer students must complete all procedures for admission to the College. The FAFSA should be received by the Financial Aid Office, by March 1.

FAFSA data received after the priority deadline are subject to availability of funds.

Continuing Students

Financial aid is offered annually on the basis of demonstrated need. Students must reapply each year beginning October 1.

Eligibility for Need-Based Aid

Financial need is defined as the difference between the cost of attending college and the amount students and their families are expected to contribute toward meeting that cost.

The College uses federal guidelines created by Congress to determine an expected family contribution. The amount of the expected family contribution is calculated from the confidential information each family provides on the Free Application for Federal Student Aid (FAFSA) each year. Factors such as family size, number of students in college, income, and assets are considered in assessing the parents' and student's ability to contribute toward the cost of education.

A financial aid package will be developed based on the student's eligibility and the availability of funding. In the development of the aid package, all resources must be considered in meeting the student's demonstrated need to include merit aid, talent based aid, and outside resources and benefits.

Eligibility for Merit- or Talent-Based Aid

Greensboro College's Admissions Office evaluates each student's application for admission to determine eligibility for merit-based aid. Prospective students are evaluated on high school or previous college grade point average and SAT or ACT scores.

Greensboro College also has Fine Arts scholarships which are awarded to students based on their talent. The music and theatre departments hold auditions in which prospective students are invited to participate. The art department evaluates portfolios or samples of work completed by the student.

Sources of Aid

The three major categories of financial aid are scholarships/grants, work study, and loans. The funding for these types of programs predominantly comes from the institution or the federal government. Some of these programs are need-based as determined by the results from filing the Free Application for Federal Student Aid (FAFSA), while others are based on merit (academic) or talent (Fine Arts).

Institutional Programs

Institutional programs are awarded based on the assumption the student will be a residential student. If a student who receives institutional (or certain federal) funding

elects to live off campus, the institutional (and certain federal) aid will be pro-rated down based on the student's direct cost. PLEASE NOTE: the scholarships listed below are reviewed and subject to change prior to the following academic year for each new entering class.

Restrictions on Institutional Programs:

Due to the number of requests for assistance and the limited funds to address these requests, institutional funding is limited to four years for entering first-time students. Institutional funding is also awarded based on the assumption the student will be a residential student. If a student receiving institutional funding elects to live off campus, the institutional aid will be pro-rated based on the student's direct costs.

Other Restrictions Governing Scholarship and Grant Aid:

The total amount of grant and scholarship aid from all sources (institutional, state, federal, and outside/private) may not exceed the total of direct education costs (i.e. tuition and fees, and room and board for residential students, or tuition and fees for off-campus students) plus books and supplies.

James S. Barrett Scholarship

This merit-based scholarship honors the College's 15th president under whom the Honors Program began and covers full tuition equivalency and fees, room and board. Recipients are automatically accepted to the George Center for Honors Studies. Selection is made through an interview process and is available to traditional students. If a student receives additional financial aid, the James S. Barrett Scholarship award will be reduced. The scholarship is renewable for an additional three years provided that the student maintains required qualifications which are posted in the scholarship letter. This scholarship requires on campus residency.

Presidential Scholarship

This merit-based scholarship covers full tuition equivalency for a traditional student. Selection is made through an interview process. Recipients are invited to interview for admission to the George Center for Honors Studies. The scholarship is renewable for an additional three years provided that the student maintains required qualifications which are posted in the scholarship letter. This scholarship requires on campus residency.

Pride in Academic Excellence Scholarship

This merit-based scholarship is awarded through the admission process to prospective traditional students based on an evaluation of academic performance and test scores. The amount of the scholarship is three-fourths of tuition and is a set amount. This scholarship is renewable for three additional years provided that the student maintains required qualifications which are posted in the scholarship letter. This scholarship requires on campus residency for the student's first two years.

Trustees Scholarship

This merit-based scholarship is awarded through the admission process to prospective traditional students based on an evaluation of academic performance and test scores.

The amount of the scholarship is \$15,000. This scholarship is renewable for three additional years provided that the student maintains required qualifications which are posted in the scholarship letter.

Deans Scholarship

This merit-based scholarship is awarded through the admission process to prospective traditional students based on an evaluation of academic performance and test scores. The amount of the scholarship is \$13,500. This scholarship is renewable for three additional years provided that the student maintains required qualifications which are posted in the scholarship letter.

Founders Scholarship

This merit-based scholarship is awarded through the admission process to prospective traditional students based on an evaluation of academic performance and test scores. The amount of the scholarship is \$11,000. This scholarship is renewable for three additional years provided that the student maintains required qualifications which are posted in the scholarship letter.

Achievement Award

This merit-based award is awarded through the admission process to prospective traditional students based on an evaluation of academic performance and test scores. The amount of the award is \$5,000. This award is renewable for three additional years provided that the student maintains required qualifications which are posted in the award letter.

Transfer Scholarship

Transfer students with over 24 credit hours earned will be considered for a Transfer Scholarship. Amounts range from \$5,000 to \$11,000 based on the cumulative grade point average from all college work. This scholarship is renewable for three additional years provided that the student maintains required qualifications which are posted in the award letter. This merit based scholarship is awarded through the admission process to prospective traditional students.

Associate Degree Scholarship

New students earning the Associate Degree (A.A. or A.S.) from a regionally accredited institution will be considered for the Associate Degree Scholarship. Students must earn the Associate Degree prior to enrolling. The amount of the scholarship is two-thirds of tuition and is a set amount. This award is renewable for three additional years provided that the student maintains required qualifications which are posted in the scholarship letter. This merit based scholarship is awarded through the admission process to prospective traditional students.

Fine Arts Scholarship

Music, theatre, and art awards are available to students with outstanding talents. Application includes either an audition through the appropriate department or the

submission of a portfolio or samples of work. These awards are renewable provided that the student maintains required qualifications which are posted in the scholarship letter. This award is available to traditional students only. Additional institutional aid, including merit aid, will be limited for students who receive a fine arts scholarship.

Participation Awards

Students interested in participation in religious life and marching/concert bands may be eligible for a one-half tuition award. A separate application process is required for consideration. Institutional aid is limited for students receiving a participation award.

United Methodist Scholarship

Recognizing our heritage as a Methodist-affiliated college, Greensboro College offers scholarships to traditional Methodist students ranging from \$500 to \$2,000 based on demonstrated need and other institutional aid programs awarded the student.

Greensboro College Endowed Scholarship

Greensboro College has a variety of named endowed scholarships established by donors to help fund the various merit and need-based scholarships and grants offered by the Financial Aid Office. Periodically throughout the year the Financial Aid Office will designate students for these named endowed scholarships based on the donor's instructions. These named endowed scholarships will replace previously awarded institutional scholarships and grants, but will not change the total amount of scholarship awarded by the College. In support of the College, and to honor the donors who graciously give to the College, students selected for these awards will be asked to write a letter of appreciation to the specific donor.

Federal Programs

Pell Grant

This federally funded program provides grants to undergraduate students who demonstrate eligibility according to a standardized formula created by Congress. The information is gathered from the filing of the Free Application for Federal Student Aid (FAFSA). The amount of the grant for 2017-2018 ranges from \$0 to \$5,920 for the year depending on the student's demonstrated eligibility and the level of enrollment.

Supplemental Educational Opportunity Grant (SEOG)

This limited federal grant program provides funding to the institution for the awarding of its most needy students. First priority must be given to Pell Grant recipients. The student must file the Free Application for Federal Student Aid (FAFSA) to be considered.

Federal College Work Study (CWSP)

This federally funded program provides work opportunities to students who demonstrate eligibility from the filing of the Free Application for Federal Student Aid (FAFSA). Work Study is offered to those meeting federal requirements starting with their second year of study at Greensboro College. Students are paid each month according to the hours worked. The pay rate is minimum wage.

Federal Perkins Loan

This federally funded loan program provides low interest loans to assist students in meeting their cost of education. Eligibility is determined from filing the Free Application for Federal Student Aid (FAFSA). Priority must be given to the institution's most needy students as directed by the federal guidelines. The amount of the award varies depending on the availability of funding.

Federal Direct Student Loan Program (Subsidized and Unsubsidized)

The Federal Direct Subsidized Loan provides funding for students who demonstrate need according to federal guidelines. The student must file the Free Application for Federal Student Aid (FAFSA) for consideration. First-year students may borrow up to \$3,500; sophomores may borrow up to \$4,500; juniors and seniors may borrow up to \$5,500 per year (up to an aggregate undergraduate total of \$23,000). Repayment begins six months after the student graduates, withdraws, or drops below half-time status.

Students who do not qualify for the Federal Direct Subsidized Loan (or the full amount) may qualify for an unsubsidized loan. The Federal Direct Unsubsidized Loan is awarded not based on need; however, the student is still required to file the Free Application for Federal Student Aid (FAFSA) to determine if eligibility exists. A student may receive funding from either loan program or a combination of both programs, but the annual amount a student may borrow from the Stafford Loan program remains the same. In addition to the amount that was not borrowed through the Direct Subsidized Loan, the student may borrow an additional \$2,000 in a Federal Direct Unsubsidized Student Loan.

Federal Parent Loan for Undergraduate Students (PLUS)

Parents may borrow funds up to the total cost of the student's education minus any other financial aid received by the student. Repayment begins within 60 days after the loan is fully disbursed. A parent can apply for the PLUS loan online at www.studentloans.gov. If a parent is not approved for the PLUS loan, the student may be eligible for an additional Federal Direct Unsubsidized Loan. As with the Federal Direct Student Loans, the FAFSA must be filed to determine eligibility for the PLUS.

Standards of Academic Progress

Statement of Standards

Students are required to maintain standard academic progress and remain in academic good standing to continue eligibility for financial aid. Students who are applying for financial assistance are expected to be enrolled full time each semester during the academic year. Full time enrollment is defined as 12 credits or more per semester. *Students enrolled less than full time must notify the Financial Aid Office and may be subject to reductions in financial assistance.*

Federal regulations require the College's Standards of Satisfactory Academic progress to include the following:

Quantitative Measure:

To remain in good academic standing and retain eligibility for financial aid, students must successfully complete at least *two-thirds of all hours attempted* including Pass/Fail, withdrawals, repeated courses, incompletes, and courses dropped after the last day to drop a course without penalty (as published in the academic calendar).

Qualitative Measure:

Students must maintain the following minimum cumulative grade point average (GPA) on all attempted hours.

For hours attempted:	A minimum GPA must be maintained:
fewer than 28	1.60
at least 28 but fewer than 60	1.80
60 or more	2.00

Maximum Time Frame:

Institutional Programs: Greensboro College undergraduate programs are structured to be completed in four years; therefore our *non-transfer* students are allowed eight semesters (or until degree requirements are met, whichever is earlier) of eligibility for institutional financial aid programs. For *transfer* students, the number of semesters of eligibility for institutional programs allowed is based on a student's class level at the time he or she is admitted to Greensboro College.

Federal Aid Programs: For undergraduate programs of study, the maximum time frame for receipt of federal financial aid must be no longer than 150% of the published length of an educational program. At Greensboro College, it takes 124 credits hours to receive a degree; therefore, students are allowed up to 186 attempted hours (including all transfer hours accepted toward completion of a student's program) to be considered for federal financial aid. ***The maximum time limits include all hours attempted regardless of whether or not financial aid was received.***

Please note that grades of W (Withdrawal), WF (Withdraw Failing), I (Incomplete), WN, FN, S, and U are not considered satisfactory completion of a course and therefore are not earned hours. They will, however, count as attempted hours. Greensboro College does not offer remedial or developmental courses and transfer credit is not awarded for any courses that are designated as such.

The following chart demonstrates a student's required ratio of attempted hours to earned hours to be considered as progressing toward degree completion within the maximum 150% limit. It is imperative that students who receive Federal Direct Student Loans realize that there is a maximum aggregate amount they may borrow in their undergraduate career. **Students who are enrolled for more than four years or eight semesters (the timeframe normally associated with completion of degree requirements at Greensboro College) and who receive federal loans during that time are in jeopardy of losing their eligibility for federal student loans.**

When total hours attempted are:	Student must have earned at least:
35 hours	24 hours
65 hours	44 hours
95 hours	64 hours
125 hours	84 hours
155 hours	104 hours
186 hours	124 hours

Transfer Students:

Transfer students are evaluated based on the number of hours accepted by Greensboro College. Once transfer credit has been evaluated by the Registrar's Office and the student has been awarded credit hours, then that student will fall under the same quantitative and qualitative requirements as previously mentioned based on that designated classification. Transfer grades are not factored into the student's cumulative GPA for SAP purposes. The maximum time limits for eligibility for federal financial aid also apply to transfer students based on the number of credits accepted by Greensboro College.

Satisfactory Academic Progress Procedures

Academic progress is reviewed at the end of each spring semester. Any student not making Satisfactory Academic Progress (SAP) for financial aid will receive a letter from the Greensboro College Financial Aid Office stating that he or she is no longer eligible to receive aid from any federal or state program. At this point, that student will have two options:

1. Attend Greensboro College using the student's own financial resources and without financial aid, until the minimum requirements of the College's Satisfactory Academic Progress policy have been met.
2. Submit a letter of appeal stating the reason(s) why he or she has not met the minimum standards along with any supporting documentation that verifies the circumstances that affected his or her ability to meet the minimum standards. Additional information on the appeal process is provided below.

Appeal Process:

A student may submit a written statement of appeal for additional financial assistance if he or she feels that there are special circumstances that prevented him or her from meeting the minimum standards of Satisfactory Academic Progress. Any supporting documents or statements should also be submitted that will provide the Appeals

Committee with additional information to their review. The student must also complete and submit the Greensboro College Satisfactory Academic Progress Appeal Request along with the written statement to the Office of Financial Aid. The Satisfactory Academic Progress Appeals Committee will review the request, the written statement, and any other submitted documentation to determine if the student can meet satisfactory academic progress standards by the end of the next term and thereby be placed on Financial Aid Probation for one term. If the Committee determines that the student cannot meet the required standards after completion of one term, he or she will be given the option of submitting an Academic Plan for Improvement. Additional information on the Academic Plan for Improvement is provided below. All students will be notified in writing of the Appeals Committee's decisions. **Please note that if approved, only one semester of financial aid eligibility can be offered without the submission of an Academic Plan for Improvement. The student must meet the minimum standards of Satisfactory Academic Progress by the end of the approved semester to retain eligibility.** If the student does not improve the deficiencies within that approved semester, the student will no longer be eligible for financial aid from the College until the minimum requirements are met or an Academic Plan for Improvement is submitted and approved.

Academic Plan for Improvement:

If the student does not have valid reasons for submitting an appeal based on special circumstances, or if more than one semester is needed to bring up his or her academic progress deficiencies, then submitting an Academic Plan For Improvement is required. The Academic Plan is a strategy that presents the student's goals to "get back on track" and meet the Standards of Academic Progress (SAP) while completing degree requirements. The plan will have strict conditions that the student must follow in order to retain eligibility for financial aid. **Following the Academic Plan For Improvement provides additional semesters of financial aid eligibility provided the student is meeting the conditions of the Plan.**

It is imperative that any student not making Satisfactory Academic Progress understands that failure to submit a successful appeal for Financial Aid Probation or an approved Academic Plan For Improvement to the Appeals Committee will mean that no further financial aid will be awarded to that student for future semesters of enrollment. It is necessary that immediate action be taken upon a student's receipt of the notification that he or she is not making Satisfactory Academic Progress.

Withdrawal, Refund, and Repayment Policies

Withdrawal Policy and Refunds

Students who are planning to withdraw before completing a term must start the process in the Student Development Office. (Consult the sections of the *Catalog* entitled Refund Information and Dismissal and Withdrawal Policies and Procedures.) The student will initiate a Withdrawal Form, and the student will take the form to the Student Accounts and Financial Aid Offices before returning the form to the Student Development Office to complete. Failing to withdraw officially from Greensboro College could impact future enrollment and eligibility for financial aid. Students who

do not officially withdraw and are registered for subsequent terms will be billed by the Student Accounts Office and will be responsible for the balance. Once the Withdrawal Form is completed by all parties, the Financial Aid Office will complete a Return of Title IV Funds (R2T4) through the Department of Education's (DOE) software. The DOE will collect information about the student, including the effective withdrawal date. The withdrawal date and the length of time enrolled will determine what financial aid can be kept on the student's account, and what financial aid must be returned to the DOE and/or the State. If there is a 90%, 75%, 50%, or 25% adjustment to the student's charges, the same adjustment will apply to any institutional aid. Once the amount that must be refunded to the Title IV programs is determined, the funding will be returned in the following order:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Direct PLUS Loan
4. Federal Perkins Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other Title IV programs
8. Other federal, state, or private programs
9. Institutional programs
10. Student/Family

Repayment Policy

When a cash disbursement is made to a student because financial assistance exceeded the direct institutional charges placed on the student's account and the student withdraws, some of the cash disbursement given to the student may be required to be repaid to the College to be refunded back to the programs. The amount to be repaid is dependent on the percentage of time enrolled and the amount of assistance received.

Financial Aid Consequences of Withdrawal from a Term

A return of federal funds calculation must be performed when any student who received, or was eligible to receive, federal aid ceases to attend all classes in a term prior to completing the term. Students are awarded aid with the assumption that they will complete the entire period for which assistance was provided. When a student withdraws from a term, federal and state regulations require the College to determine whether funds must be returned based on the number of days actually completed versus the number of days the student was scheduled to attend within the period.

ACADEMIC POLICIES AND PROCEDURES

General Information

Academic Honor Code

All academic endeavors at Greensboro College are based on the expectation and assumption that each student will uphold the highest principles of honesty and fairness. This expectation and assumption finds expression in the Academic Honor Code, which every student is committed to uphold.

1) **The Academic Honor Code**

Every student is honor bound to refrain from cheating.

Every student is honor bound to refrain from plagiarizing.

Every student is honor bound to refrain from lying.

Every student is honor bound to refrain from misusing library, laboratory or computer equipment or materials.

Every student is honor bound to refrain from disruptive classroom behavior.

Every student is honor bound to comply strictly with all examination and testing procedures as may be prescribed by the College, the faculty or individual members of the faculty.

Every student is honor bound to report Academic Honor Code violations.

2) **Administrative Procedural Guidelines**

The following procedural guidelines have been established to assist those involved with alleged violations of the Academic Honor Code in carrying out their responsibilities.

A faculty member who suspects that a violation of the Academic Honor Code has occurred may first wish to consult faculty who have expertise in a particular area. For example, one may consult the chair of the writing program if the suspected violation is plagiarism. If a faculty member suspects that a violation has occurred, he/she must complete the Honor Code Violation Report Form and contact the co-chairs of the Academic Honor Council by email. At that point the co-chairs will determine whether or not the student has previously accepted responsibility or been found responsible for a violation of the Academic Honor Code. If the student has previously been found in violation of the Academic Honor Code, the matter is referred to the Academic Honor Council. If not, the faculty member will discuss the possible violation with the student or request that the student be referred to the Academic Honor Council.

I. Procedures to be followed if a faculty member chooses to discuss the matter with the student:

The faculty member contacts the student with the alleged violation and arranges for a conference to discuss the possible violation of the Academic Honor Code. The faculty member completes the Honor Code Violation Report Form and meets with the student.

- a) **If the faculty member determines that no violation of the Academic Honor Code has occurred**, then no further action is taken and no Honor Code Violation Report Form is submitted.
- b) **If the student accepts responsibility for the alleged violation** and if the student has not previously accepted responsibility or been found responsible for a violation of the Academic Honor Code, the faculty member may determine the consequences for the violation, up to and including the assignment of a failing grade in the course. The faculty member completes the Honor Code Violation Report Form, obtains the student's signature acknowledging his or her responsibility for the violation and acceptance of the penalty, and forwards the form to the co-chairs of the Academic Honor Council. The co-chairs file the Honor Code Violation Report Form.
- c) **If the student declines to accept responsibility for the alleged violation** the matter is referred to the Academic Honor Council. The faculty member completes the Honor Code Violation Report Form and forwards it to the co-chairs of the Academic Honor Council. The co-chairs will follow the procedure stated below in section IIIa.
- d) **If the faculty member is unable to reach the student or the student fails to meet with the faculty member** and therefore fails to sign the Academic Honor Code Report Form, the completed Academic Honor Code Report Form will be sent to the co-chairs who will follow the procedure stated below in IIa.

II. Procedures to be followed if a faculty member chooses not to discuss the matter with the student and chooses to have the matter handled by the co-chairs of the Academic Honor Council:

- a) The faculty member completes the Honor Code Violation Report Form and forwards it to the co-chairs of the Academic Honor Council. The co-chairs of the Academic Honor Council will serve as the faculty member and notify the student in writing of the alleged violation. This notification will contain the time and date of a meeting. At the meeting, the student may accept or decline responsibility for the violation. If the student accepts responsibility, the co-chairs set the penalty, obtain the signature of the student and complete the Honor Code Violation Form. If the student declines to accept responsibility for the alleged violation the co-chairs convene

the Honor Council. If the student fails to attend the meeting, that action will be treated as acceptance of responsibility for the alleged violation. The penalty will be determined by the co-chairs of the Academic Honor Council and the Honor Code Violation Form will be completed.

III. Procedures to be followed if the student is referred to the Academic Honor Council. Students are referred to the Academic Honor Council if they have a previous violation on record, if they have declined responsibility for an alleged violation, or if they have failed to attend the meeting with the faculty member.

- a) **Administrative Conference:** The co-chairs will arrange an Academic Honor Council administrative conference with the student to review the allegation and explain the Academic Honor Council procedures. The student shall be informed during this conference of the options available for resolution of the allegation. If the student fails to attend the meeting, that action will be treated as acceptance of responsibility for the alleged violation. The penalty will be determined by the co-chairs of the Academic Honor Council and the Honor Code Violation Form will be completed. If one of the co-chairs of the Academic Honor Council is the faculty member making the allegation, or if both of the co-chairs are unavailable, the alternate from the Academic Deans Council will serve as co-chair.
- b) **Academic Honor Council Conference:** Honor Council members are convened to meet with the student to discuss the alleged violation. If the student is found in violation of the Honor Code and accepts responsibility for the alleged violation, the Honor Council will determine the appropriate penalty. If the student does not accept responsibility for the alleged violation but is found to be in violation of the Honor code, the Honor Council will determine the appropriate penalty. Failure to attend the conference with the Honor Council will be treated as acceptance of responsibility for the violation of the Honor Code.

3. Academic Honor Council Composition

The Academic Honor Council is composed of three members of the faculty: the two co-chairs of the Academic Honor Council and one faculty member elected at large by the faculty. One member of the Academic Deans Council will be selected to serve as an alternate for the co-chairs. One member of the faculty will be elected by the faculty to serve as an alternate for the third Honor Council member.

4. Honor Council Procedures

A. Rights of Students in Academic Honor Council Proceedings.

- 1) To receive notice of alleged violations from the faculty member involved and/or one of the co-chairs of the Honor Council.
- 2) To receive notice of the date, time and place of the administrative conference and meeting with the Academic Honor Council.

- 3) To have a Greensboro College student council representative present at the meeting with the Academic Honor Council to serve as a student advocate.
- 4) To offer witnesses to the alleged violation(s) on his or her behalf before the Academic Honor Council.
- 5) To speak on his or her behalf.
- 6) To have an explanation of the decision reached by the Academic Honor Council.

A student who believes that the provisions of this section have not been followed should notify the Dean of the Faculty in writing. Upon receipt of such a complaint, the Dean of the Faculty will investigate the matter and take appropriate action. The student shall be notified in writing of the Dean of Faculty's decision regarding the complaint.

B. Guidelines for Meetings of the Academic Honor Council.

Meetings of the Academic Honor Council are closed to the public. In addition to the members of the Honor Council, only the following are allowed to attend: the student alleged to have violated the Academic Honor Code, the Greensboro College student council representative serving as a student advocate, and witnesses or persons who have been asked to speak to the Council. All proceedings of the Academic Honor Council are considered strictly confidential.

Cases are handled as they are received by the Academic Honors Council. Normally, the Honor Council meets only during the fall and spring semesters. Alleged violations of the Academic Honor Code that occur or are reported during final exam time or the summer and require consideration by the Academic Honor Council may be deferred until the beginning of the next semester. If the Honor Council cannot be convened, the student may petition the Senior Vice President and Chief Academic Officer to convene an emergency appointed Council.

5. Reporting an Infraction

- A. Acknowledging an Honor Code violation is the first step in correcting it. A student who wishes to acknowledge a violation should report the violation to the faculty member involved. If a student previously has accepted responsibility or has been found responsible for a violation of the Academic Honor Code, the matter automatically shall be referred to the Academic Honor Council. In other cases, the faculty member involved may determine the consequences for the violation, up to and including the assignment of a failing grade in the course. The faculty member will fill out the Academic Honor Code Violation Report Form and will turn it in to one of the Academic Honor Council co-chairs. If the faculty member so chooses, the faculty member may refer the violation to the Academic Honor Council, which will assess the case and determine the consequences for the violation.
- B. A student who witnesses or has knowledge of a violation must report the violation to the course instructor involved, to the co-chairs of the Academic Honor Council or to the Dean of the Faculty. Any student who witnesses or has knowledge of a violation of the Academic Honor Code

may also choose to discuss the alleged violation with the offending student.

6. Penalties

Any violation of the Academic Honor Code is extremely serious. During the conference with the involved faculty member, should the student acknowledge a violation, the faculty member teaching the course in which the violation occurred may impose penalties up to and including the imposition of a failing grade in the course. However, if a student previously has accepted responsibility or has been found responsible for a violation of the Academic Honor Code, the matter automatically shall be referred to the Academic Honor Council. If the faculty member chooses not to meet with the student, the faculty member may refer the student directly to the Academic Honor Council. The Academic Honor Council, after hearing the case, may impose penalties including, but not limited to, warning, imposition of a failing grade in the course, suspension for one or more semesters and/or dismissal. The Academic Honor Council, in its sole discretion, shall determine the beginning and ending dates of any suspension. Any student suspended from the College for an Academic Honor Code violation must reapply for admission. Such application for readmission must be approved by both the Scholastic Standing Committee and the Readmission Committee. Penalties of suspension and dismissal result in notations on the student's official academic transcript indicating that a violation of the Academic Honor Code was the reason for the suspension or dismissal. If the accused student is found to have violated the Academic Honor Code and receives a penalty involving suspension or dismissal, the Senior Vice President and Chief Academic Officer shall review the matter. If the Senior Vice President and Chief Academic Officer agrees with the penalty recommended by the Honor Council, then the student receives the penalty. The Senior Vice President and Chief Academic Officer may, in his or her sole discretion, impose a penalty different from the penalty determined by the Academic Honor Council and/or change the beginning and ending dates of any suspension set by the Academic Honor Council. There shall be no appeal of the Academic Honor Council decisions, except as provided herein. During any period of suspension for a violation, a student may not be present on campus, may not receive credit toward graduation from Greensboro College for courses taken at any institution and may not participate in College functions or student activities.

7. Records

The files of the Academic Honor Council are considered confidential and access normally is restricted to the co-chairs of the Academic Honor Council, the President of the College, the Senior Vice President and Chief Academic Officer, the Dean of the Faculty, and the Executive Assistant to the Dean of the Faculty. Members of the Academic Honor Council will have access to these files as necessary.

8. Faculty/Academic Honor Council Administrative Procedures

A. Faculty members will complete the Honor Code Violation Report Form and forward written communications concerning alleged violations to the co-chairs of the Academic Honor Council.

- B. The co-chairs of the Academic Honor Council will convene an administrative conference with the student. The student will be notified in writing of the alleged violation and the date, time, and place of the conference. Every effort will be made to contact the student including certified mail if needed.
- C. Written reports of correspondence and administrative conferences, including ones in which the student accused of a violation of the Academic Honor Code did not attend, will be prepared by the co-chairs of the Academic Honor Council and added to the student's file. Actions of the Honor Council are reported on the Honor Council Conference Report Form which is then filed in the student's file.
- D. When necessary, the co-chair of the Academic Honor Council will report any decisions/penalties to the Dean of the Faculty—those reached/imposed both by individual faculty members and by the Academic Honor Council. The co-chairs will document the actions of the Honor Council on the Honor Council Conference Report Form which will be placed in the student's file.
- E. Co-chairs will report actions of the Academic Honor Council to the faculty at the beginning of each semester.

Policy on Granting Credit Hours

Academic credits are awarded to students upon the successful completion of approved instructional courses, or by the demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes equivalent to that provided by an approved instructional course, as provided for by other credit granting policies established by the institution and stated in this catalog.

Academic credit is the measure of the commitment a student is expected to devote to learning for every week of study. Emerging delivery methodologies may necessitate determining a unit of undergraduate or graduate credit through non-seat-time-based methods. Such courses shall use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to insure they are equivalent to courses traditionally delivered in the classroom. Regardless of the method used to determine undergraduate and graduate academic credit, the quality of student learning is the primary concern of all Greensboro College faculty and administrators for awarding academic credit. Quality of learning requires continuous evaluation and assessment of student learning outcomes to justify awarding academic credit. It is Greensboro College's policy that quality of learning requires regular student attendance and participation in an academic experience to justify awarding academic credit.

Credit hours refer to academic work successfully completed by students. Credit hours awarded represent the accomplishment of intended learning outcomes that are verified by evidence of student achievement. The policy on credit hours granted is an institutionally established equivalency that reasonably approximates not less than:

- (1) for undergraduate courses, one hundred and eighty minutes of classroom or direct faculty instruction and a minimum of four hours of out-of-class student work each week for approximately fifteen weeks for four semester

hours of credit, or the equivalent amount of work over a different amount of time; or

- (2) for graduate courses, one hundred and eighty minutes of classroom or direct faculty instruction and a minimum of six hours of out-of-class student work each week for approximately fifteen weeks for three semester hours of credit, or the equivalent amount of work over a different period of time; or
- (3) at least an equivalent amount of work as required in paragraphs (1) and (2) (above) for other academic activities or instructional modes of delivery as established by the institution, including distance education, hybrid courses, face-to-face professional instruction, laboratory work, internships, independent and directed studies, practica, art and theatre studio work, music ensembles and lessons, student teaching fieldwork and student teaching experiences, and other academic work leading to the award of academic credit hours.

Alternative forms of credit are awarded in accordance with several traditional means of evaluation. These means of evaluation include Advanced Placement Examinations (AP), ACT-PEP Regents Examinations, internal challenge examinations, College level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), portfolio review (experiential credit), institutional credit, and Reserve Officers' Training Corp (ROTC). Academic credit may also be awarded for military service and National Guard service training contingent on receipt and review results of an official American Council on Education (ACE) report. Awarding of academic credit for alternative experiences and activities is contingent upon the evaluation of meeting established learning outcomes. (Please see the section of the *Catalog* titled Alternative Forms of Credit.)

Academic credit is established by the faculty of the College and approved by the academic administration, and if necessary, the Board of Trustees, of the College through our established curriculum review processes. Faculty submit proposals for the establishment of new courses and programs, the deletion of courses and programs, and modifications to courses and programs as an essential element of learning outcomes assessment. Their proposals are submitted to the Curriculum and Instruction Committee (CIC), composed of duly elected faculty from each of the five academic schools and chaired by the chief academic officer of the College. Librarians, information technology specialists, the Registrar, personnel from our academic advising and support unit, and people with other expertise sit on this committee as non-voting human resources. The agenda and proposals of the CIC meetings are posted electronically for public review and all CIC meetings are open to the entire College community. Proposals are then reviewed for substantive content, including all justifications for the amount of credit to be attached to a course or other academic experience. Peer review of proposals results in several possible actions including referral of the proposal back to its authors for clarification or more information, deferral of the proposal for cause, a denial of recommendation of the proposal to the faculty for reasons that are stated, or recommendation that the faculty adopt the proposal as submitted or as amended during the CIC deliberations. If recommended to the faculty for adoption, the proposal is then re-posted in its extant form for review by the entire faculty. During a faculty meeting, the entire faculty then deliberate on the recommended proposal from CIC. The faculty may then vote

to refer, defer, deny, or adopt the proposal – as recommended or as amended on the floor of Faculty Meeting. All justifications and explanations provided for the granting of academic credit upon successful completion of the course or academic experience are again reviewed by the faculty during the last step in the process of institutionalizing modifications to the College's curriculum. Established course credit may only be modified by an academic unit through our curriculum policies and procedures. When modifications to academic credit are proposed, the standards outlined in the policies for the awarding of academic credit established by the institution and presented above in this section in paragraphs (1) and (2) are followed during all procedures.

FERPA Privacy Information for Online Courses

The Family Educational Rights and Privacy Act is a federal law that requires colleges to (1) give students access to their education records, and (2) keep personally identifiable education records confidential with respect to third parties. Because the online environment creates a record of student activity, it is subject to FERPA privacy rights, unlike verbal exchanges in a physical classroom. Thus, the following policies are in effect for students enrolled in the online OLM program and individual online courses.

Greensboro College officials have access to all online courses and the archived course documents in order to carry out their job duties. When students submit information electronically, the information is accessible to the faculty member who is teaching the course and to other Greensboro College personnel on a need to know basis. If a class assignment requires shared information among students, then such compositions of students will be available to other students in the class. The public display of student materials will always be identified by instructors prior to the posting of student materials. Therefore, in online courses, discussions, postings, and some student works are accessible to all students in class. However, public postings and student works will not contain grades or other personal information.

Please take special note that students may not be protected by FERPA if they post on social media sites information related to the course but not assigned as part of a course.

Authentication Procedures for Online Courses

The College demonstrates that the student who registers for online courses and programs is the same student who participates in and completes the course or program and receives the credit for the courses. The College verifies the identity of all students who participate in coursework by using secure login and password codes and an authentication technology and practice that verifying student identification.

All students will be issued a login code and password for entry into the College's student information system (Empower). Online courses primarily use Moodle as a platform for course assignments, discussions, postings, and other activities, and students will be provided login information for secure entry for each course. Work submitted by students in online courses is also subject to authentication. Typically this authentication will occur with major grading events such as tests and then

randomly throughout the session. If instructors desire an additional level of authentication they will request this action through the Director of Information Technology. In the event that a student does not properly authenticate her or his identity when requested, then that student's access to course work shall be blocked. The instructor, in conjunction with the Director of Information Technology, will then investigate to determine if a charge of violation of academic honor code is warranted. The investigation into authentication failures will be initiated within 72 hours of the event and a finding delivered within one week of the event. College procedures regarding the reporting and administration of charges of academic honor code violation are found in the section of this *Catalog* entitled Academic Honor Code.

Greensboro College anticipates no projected additional student charges associated with verification of student identity. Charges associated with verification procedures have been built into existing tuition.

Grievance Procedures

The ideal academic community is one that is marked by mutual respect and a spirit of collegiality. This goal can be achieved only when all members of the community -- students, faculty, administrators and staff -- commit themselves to act in accordance with these principles. In addition, all members of the community must commit themselves to resolve their differences with one another in such a way as not to tear the fabric that holds the community together. This means, first, that individuals should make every reasonable effort to resolve disagreements with the person involved (and that the Dean of the Faculty ascertains that all parties have met and that all steps have been taken to resolve the disagreement) before invoking the grievance procedures outlined below. It also means that the individual initiating the grievance has the responsibility to be truthful and accurate and respectful of the rights of those named in the grievance. Finally, insofar as is possible, confidentiality should be maintained by all those involved in the process.

It is the responsibility of the individual who first receives notification of a disagreement (i.e., department chair, school dean, etc.) to ascertain that all parties have met and that a reasonable effort has been made to resolve the disagreement. If such effort has not been made, the individual will notify the Dean of the Faculty, who will take steps to ensure that this expectation is met. The grievance procedures outlined in this document are limited to those involving faculty members and students. Grievance procedures involving other members of the College community are detailed in other College documents. In addition, all grievances related to sexual harassment shall be handled according to the procedures set forth in the College's policy on Sexual Harassment. Every effort shall be made to complete the grievance process during the semester the grievance is lodged. If resolution has not occurred, the process shall continue even during the periods that the College is not in session until resolution occurs and everyone involved has been notified.

The intent of these grievance procedures is to resolve disagreements, including grade challenges, by utilizing the personnel of the College. However, if any party to a grievance or the College itself intends to have legal counsel present at a meeting that takes place pursuant to these procedures, that party shall notify, at least 72 hours in advance, the other principals in the grievance who also are scheduled to attend that

meeting so that those principals also may be accompanied by legal counsel should they so desire. Legal counsel may act in an advisory capacity only.

1. Student-Faculty Grievances Initiated by the Student

- A. The student should make every reasonable effort to resolve disagreements with the faculty member involved before invoking the grievance procedures outlined below. The student must, as soon as possible after the occasion of the disagreement, seek to meet personally with the faculty member to resolve the disagreement. The student with the grievance may be accompanied by another member of the College community if he or she so desires.
- B. Should every effort to resolve the disagreement fail, then the department chair, with notification or referral to the school dean, shall act as mediator of a discussion between the faculty member and the student.
- C. Should such mediation fail, or should the faculty member or student refuse such mediation, the student shall submit the grievance in writing to the chair of the department in which the faculty member is teaching, with a copy to the Dean of the Faculty, no later than thirty calendar days after the date grades have been mailed for the semester or term during which the occasion for grievance occurred. The faculty member against whom the grievance has been submitted shall have access to the written complaint. If the chair of the department in which the faculty member is teaching is not available to expedite resolution of the written grievance, the Dean of the Faculty, with the approval of the faculty member, shall designate the school dean to consider the grievance.
 - (i) If the faculty member is the department chair, the student should contact the dean of the school in which the department chair teaches.
 - (ii) If the faculty member is the dean of the school, the student should contact the Dean of the Faculty, who shall select another school dean to consider the grievance.
 - (iii) If the faculty member is not affiliated with a school, the student should contact the Dean of the faculty, who shall select a school dean to consider the grievance.
 - (iv) If the instructor is a staff member, the student should contact the Dean of the Faculty who shall select a school dean to consider the grievance.
 - (v) If the faculty member is the Dean of the Faculty or the Senior Vice President and Chief Academic Officer, the chair of the Faculty Affairs Committee shall convene a meeting of all school deans to consider the grievance.
 - (vi) If the faculty member is the President, the student should contact

the Senior Vice President and Chief Academic Officer, who shall notify the Chairman of the Board of Trustees to consider the grievance.

In all such grievance cases, upon receipt of a written complaint, a full copy of these procedures shall be distributed by the appropriate aforementioned designated personnel to all parties directly involved in the grievance. In addition, a copy of the student's complaint shall be sent to the faculty member by certified mail, return receipt requested.

- D. The department chair (or others as described above) shall meet with the parties involved, appropriate witnesses, and others whose knowledge may be relevant to the case. Following this, the department chair shall render judgment in writing and submit such via certified mail, return receipt requested, to the student, the faculty member and the Dean of the Faculty. This judgment shall be rendered within thirty calendar days after the grievance has been submitted to the department chair.
- E. Either the student or the faculty member may appeal the judgment of the department chair by indicating such in writing to the Dean of the Faculty. Any appeal must be made in writing within seven calendar days after receipt of the department chair's judgment. After consultation with all involved parties, the Dean of the Faculty shall render judgment and submit such in writing via certified mail, return receipt requested within seven calendar days to the conflicting parties and the department chair. If the faculty member is the Senior Vice President and Chief Academic Officer or the Dean of the Faculty, the decision of the school deans shall be communicated in like manner to the student and the Senior Vice President and Chief Academic Officer, the Dean of the Faculty, and the President of the College.
- F. Grievance cases that are unfounded, unsubstantiated, and inconclusive shall not be committed to the personnel file of the faculty involved.
- G. Student-Requested Grade Changes
- H. Once the student has consulted with the course instructor concerning the grade within 30-calendar days a student should employ the grievance procedures described above.
 - (i) Requests after thirty calendar days:
 - a. To request a grade change any time after thirty calendar days after the start of the fall or spring semester following the semester in which the grade was posted, the student must file a Petition for Exception to Academic Policy.
 - b. The Academic Deans Council shall review the petition to request a grade change after the time limit and make a judgment concerning the validity and appropriateness of the request.

- c. Should the Academic Deans Council decide that the request is reasonable and appropriate, the Academic Deans Council shall make a judgment to change or not change the student's grade if the grade change involves exceptions to procedural guidelines (e.g. changing an "F" to a "W" or changing a "P" to a letter grade after the time limit for such changes). If the grade change request involves an evaluation of a student's work for a course in determining the grade, the Academic Deans Council shall direct the student to follow the steps outlined in this policy (C.1.-3.) for requests made within thirty calendar days of the start of the fall or spring semester following the semester in which the grade was posted. (Requests for grade reviews prior to thirty days follow normal grievance procedure discussed above.)

2. **Faculty-Student Grievances Initiated by the Faculty Member**

- A. The faculty member should make every reasonable effort to resolve disagreements with the student involved before invoking the grievance procedures outlined below. The faculty member should, as soon as possible after the occasion of the disagreement, seek to meet personally with the student to resolve the disagreement.
- B. Grievances involving violations of the Academic Honor Code or disruptive behavior in the classroom shall be submitted to the Academic Honor Council and considered according to the policies and procedures of the Academic Honor Council. The faculty member may suspend a disruptive student from class pending a hearing.

In all such grievance cases, upon receipt of a written complaint, a full copy of the procedures of the Academic Honor Council shall be distributed by the *co*-chairs of the Academic Honor Council to all parties directly involved in the grievance.

- C. Grievances involving non-academic behavior shall be handled according to the provisions of the Student Conduct Code. A written statement of the grievance shall be submitted to the Assistant Dean of Students who will initiate the process.

In all such grievance cases, upon receipt of a written complaint a full copy of the procedures related to violations of the Student Conduct Code shall be distributed by the Assistant Dean of Students to all parties directly involved in the grievance.

- D. Should every effort to resolve the disagreement fail, then the department chair, with notification or referral to the school dean, shall act as mediator of a discussion between the faculty member and the student.
- E. Should such mediation fail, or should the faculty member or student refuse such mediation, the faculty member shall submit the grievance in writing to the chair of the department in which the faculty member is

teaching, with a copy to the Dean of the Faculty, no later than thirty calendar days after the date grades have been mailed for the semester or term during which the occasion for grievance occurred. The student against whom the grievance has been submitted shall have access to the written complaint. If the chair of the department in which the faculty member is teaching is not available to expedite resolution of the written grievance, the Dean of the Faculty, with the approval of the faculty member, shall designate the school dean to consider the grievance.

- (i) If the faculty member is the department chair, the faculty member should contact the dean of the school in which the department chair teaches.
- (ii) If the faculty member is the dean of the school, the faculty member should contact the Dean of the Faculty, who shall select another school dean to consider the grievance.
- (iii) If the faculty member is not affiliated with a school, the faculty member should contact the Dean of the Faculty, who shall select a school dean to consider the grievance.
- (iv) If the instructor is a staff member, the instructor should contact the Department Chair or Program Coordinator who shall consider the grievance.
- (v) If the faculty member is the Dean of the Faculty or the Senior Vice President and Chief Academic Officer, the chair of the Faculty Affairs Committee shall convene a meeting of all school deans to consider the grievance.
- (vi) If the faculty member is the President, the faculty member should contact the Senior Vice President and Chief Academic Officer who shall notify the Chairman of the Board of Trustees who shall consider the grievance.

In all such grievance cases, upon receipt of a written complaint, a full copy of these procedures shall be distributed by the appropriate aforementioned designated personnel to all parties directly involved in the grievance. In addition, a copy of the faculty member's complaint shall be sent to the student by certified mail, return receipt requested.

- F. The department chair (or others as described) shall meet with the parties involved, appropriate witnesses, and others whose knowledge may be relevant to the case. Following this, the department chair shall render judgment in writing and submit such via certified mail, return receipt requested, to the student, the faculty member and the Dean of the Faculty. This judgment shall be rendered within thirty calendar days after the grievance has been submitted to the department chair.
- G. Either the student or the faculty member may appeal the judgment of the

department chair by indicating such in writing to the Dean of the Faculty. Any appeal must be made in writing within seven calendar days after receipt of the department chair's judgment. After consultation with all involved parties, the Dean of the Faculty shall render judgment and submit such in writing via certified mail, return receipt requested within seven calendar days to the conflicting parties and the department chair. If the faculty member is the Senior Vice President and Chief Academic Officer or the Dean of the Faculty, the decision of the school deans shall be communicated in like manner to the student and the Senior Vice President and Chief Academic Officer, the Dean of the Faculty, and the President of the College.

- H. Grievance cases that are unfounded, unsubstantiated, and inconclusive shall not be committed to the personnel file of the faculty involved.

Procedures for Course Enrollment, Attendance, and Examinations

Academic Advising

The academic advising program at Greensboro College enables students to plan and implement an academic program that supports individual interests and objectives. Students are assigned an academic advisor when they enter Greensboro College. Students should declare or confirm their majors by the end of the sophomore year and are assigned an academic advisor within their major discipline. Advisors may assist students with registration procedures, academic planning, and interpreting College policies. It is students' responsibility to make certain they meet all graduation requirements.

Academic Calendar

The standard Greensboro College calendar is based on the semester system. The fall semester begins in August and ends in December. The spring semester begins in January and ends in May. A full time course load is at least 12 credit hours per semester for undergraduate students. The summer term is composed of two five-week sessions. Short sessions within each term accommodate special programs. The complete standard calendar and other calendars for special programs are located in this *Catalog* in the section entitled 2017-2018 Academic Calendars.

Academic Load

The usual course load for a full time undergraduate student each semester is 12 to 18 semester hours. The maximum course load for a semester is 18 semester hours. The usual course load for an undergraduate summer session is 6 to 8 semester hours. The maximum course load for a summer session is 8 semester hours. Permission of the student's advisor and the Associate Vice President for Academic Administration must be obtained via a Petition for Exception to Academic Policy form if the course load exceeds the maximum allowed (18 hours per semester or 8 per summer

session); loads of 22 or more hours in a semester must also be approved by the Petitions Subcommittee of the Academic Deans Council. The Petition for Exception to Academic Policy form is available from the Registrar's Office. Traditional students should be aware that in most cases, loads exceeding 18 semester hours would result in additional tuition charges (see [Tuition, Fees, and Resident Costs](#)).

Auditing

Students may audit a class if they do not want to receive hours of credit for the course. Regular registration procedures should be followed, and the deadline to request to audit a course is the last day of the drop/add period for the term in which the course is offered. Full time traditional-aged students (younger than 23 years old) may audit courses without additional charges if the total course load during that semester does not exceed 18 credit hours. Applied music and art classes may not be audited. Students who audit a course may not repeat the same course later for credit unless they receive permission (via a Petition for Exception to Academic Policy form) to do so from the Senior Vice President and Chief Academic Officer.

Class Attendance

Students are expected to be present at all of their regularly scheduled classes and laboratory appointments. When protracted absence has been caused by illness, students may be given the privilege of making up lost work by arrangement with the instructor. The burden of making up missed work rests with the student. All instructors have an attendance policy that will be announced at the beginning of each term, included in the class syllabus, and filed with the Dean of the Faculty. Penalties for not adhering to stated attendance policies will also be included in the class syllabus and announced at the beginning of each term. Any student who violates the attendance regulations set forth by the instructor may be dismissed from the class, provided that a warning of the intended action has been sent to the student. The student will receive a grade of WN or FN, depending on the date of the dismissal from the class. For more information, see the sections titled [Course Withdrawal](#) and [Unofficial Withdrawal](#).

All instructors are required to report to the Registrar any students who never attend any class sessions during the first two weeks of a regular semester, or equivalent timeframes for shorter terms. These students are then notified by the Registrar that they have been reported as non-attenders. Students must initiate a withdrawal if they do not intend to complete the course. Students who are not reported to the Registrar as non-attenders are assumed to be attending classes.

Students who request modifications to attendance policies set forth by individual instructors as an accommodation for a documented disability must do so by following procedures required by the Office of Academic Accessibility.

Classification of Students

Minimum requirements for classification of students who are candidates for an undergraduate degree are as follows:

1. Freshmen, less than 28 semester hours;

2. Sophomores, 28 semester hours;
3. Juniors, 60 semester hours; and
4. Seniors, 92 semester hours.

Quarter hours may be converted to semester hours using the formula two-thirds multiplied by number of quarter hours equals number of semester hours. For example, $\frac{2}{3} \times 30$ quarter hours = 20 semester hours. Only whole hours are awarded for credit.

Course Changes

Students should not make any adjustments to their course schedules without discussing the changes with their advisor as well as the Student Accounts and Financial Aid Offices. Students who adjust their schedules without consulting their advisor do so at their own risk. Courses that are dropped during the regular drop/add period are not reflected on the academic transcript. Tuition charges and financial aid will be reassessed after the drop/add period based on the student's enrollment status at that time.

Course Withdrawal

A student may withdraw from a regular course until the end of the eleventh week of a fall or spring semester without academic penalty (a grade of W is assigned). Other deadlines exist for short session courses. After the specified deadline, a grade of WF will be assigned for a course from which a student withdraws. A WF is calculated into the grade point average as an F.

Although they are not required to do so, instructors may choose to withdraw students from courses for non-attendance. Students who are withdrawn from a course by the specified withdrawal deadline for a course will receive a WN (withdrawal for non-attendance). Students who are withdrawn after the specified deadline will receive a grade of FN (failure for non-attendance). An FN is calculated into the grade point average as an F. All withdrawal grades are listed on the student's transcript. For more information, see the section of this *Catalog* entitled Unofficial Withdrawal.

Tuition charges are not necessarily reduced by course withdrawals, but financial aid may be affected. All questions about tuition and/or financial aid should be directed to the Student Account Office and/or the Financial Aid Office before a student withdraws from a course.

Reported charges will be prorated immediately for any students who receive benefits through the VA or Vocational Rehabilitation. The VA will not pay benefits to students who withdraw from a course, or who are withdrawn from a course by the instructor.

Final Examinations

Final examination periods are scheduled at the end of the fall and spring semesters and at the conclusion of each summer session.

Final examination schedules are posted on the Registrar's page of the Greensboro College website for every term. Students are expected to take the final exam for

each course as scheduled. If pressing issues necessitate a change, students may request to take a final exam at a different time; however, instructors are not obligated to accommodate the request. Students making a request to change the time of a final examination must complete the Petition for Exception to Academic Policy form. Recommendations and signatures of the student's advisor and the instructor are required before the Petition is submitted to the Senior Vice President and Chief Academic Officer for action. All requests should be submitted to the Registrar's Office at least two weeks prior to the beginning of the final examination period. Instructors may not hold a final exam for an entire class at a different time than listed on the final exam schedule issued by the Registrar unless every student in the class agrees to the change.

Placement in English, Foreign Language, and Mathematics

Students are placed in the appropriate courses in English, foreign language, and mathematics upon enrollment. In the area of English, students' academic records are reviewed based on parameters established by the faculty in the English, Communication and Media Studies department to determine the appropriate placement in 1000-level English courses. The following policies govern placement in and the receipt of credit for introductory English courses.

1. Credit for ECM 1100 and/or ECM 1120 may be earned through AP and CLEP exams. For more information, consult the sections in this *Catalog* entitled CLEP, DANTEs, ACT-PEP and Advanced Placement.
2. A student may not enroll in a higher level course than that determined by the placement without the approval of the Director of the Writing Program.

All transfer, readmitted, and new traditional students' records are subject to review by the Director of the Writing Program. Based on this review, students may be advised:

1. to enroll in ECM 1000, 1100, or 1120;
2. to complete writing tutorial work;
3. to enroll in the grammar review class, ECM 1130;
4. to continue their program at Greensboro College with no additional tutorial or course work.

Greensboro College offers courses in French, German, Greek, Hebrew, and Spanish. Students are placed in the appropriate level of foreign language based upon their high school and/or college foreign language experience and their overall academic background. A student must begin at the level recommended upon initial enrollment unless the instructor of the course in which the student is placed agrees to allow the student to begin at a different level. Students who are placed in a course above the first elementary course, and then earn a grade of C- or better in that course, will receive credit for the courses that they exempted.

Students are placed in the appropriate mathematics course after a review of their

academic records and based upon parameters established by the faculty in the mathematics department and intended majors. Students who earn a score of 3 or greater on the AP Calculus examination, or who are placed into 2000-level mathematics and take MAT 2060, Calculus I and earn a grade of C- or better in MAT 2060, will receive credit for MAT 1050, Functions and Their Applications.

Prerequisites, Concurrent Requisites, and Corequisites

A prerequisite is a course or requirement that must be satisfied before taking another course. A concurrent requisite is a course or requirement that must be satisfied concurrently, in the same term, with another course. A corequisite is a course or requirement that must be satisfied either before or during the same term as another course. Prerequisites, concurrent requisites, and corequisites are listed in individual course descriptions in the section of this *Catalog* entitled Course Descriptions. Students who enroll in a course without completing the appropriate requisites or obtaining proper faculty approvals are subject to withdrawal from the course. Visiting students from other institutions and students who are enrolled in a post-baccalaureate program are exempt from meeting prerequisites, concurrent requisites, and corequisites for undergraduate courses.

Registration

Students select their course schedules in consultation with faculty advisors and must follow all registration procedures to receive credit. Registration for each semester or summer term extends through the end of the drop/add period. Students' initial registration may not occur after the end of the specified drop/add period without an approved Petition for Exception to Academic Policy; these students will be assessed a late registration fee (see Late Registration Fee).

All students must be officially admitted or readmitted to Greensboro College before they are eligible to register. Students who are not registered for any coursework by the end of the drop/add period will not be registered unless a Petition for Exception to Academic Policy has been approved. Because of financial and legal liability issues, Greensboro College does not permit attendance in classes for which students are not registered; therefore, students may not attend, or participate in, a class for which they are not officially registered once the drop/add period is over.

Registration for a semester, summer term, or any other session is a binding contract with the student. Once registered, students must officially withdraw from any class they cannot take, or from the College if they are unable to attend at all, by following proper withdrawal procedures (see Dismissal and Withdrawal Policies and Procedures). Failure to complete required withdrawal procedures results in charges to the student's account equal to 10% of the tuition that is due upon the end of the drop/add period for a fall or spring semester, or 50% of the tuition for a summer session, and also has academic consequences.

Certain short session courses begin in mid-semester. Students may register for these particular classes until the end of the drop/add period for that short session. Registration is considered a contract and the student is responsible for the tuition charges related to these courses. The College recognizes that, in some instances,

unforeseen circumstances will require the student to drop a short session class prior to the beginning of the class or to withdraw from it once the class has begun. Students must follow the proper procedures for dropping or withdrawing from these classes (see Dismissal and Withdrawal Policies and Procedures).

Required Related Courses

Some academic majors require courses that are in disciplines other than the major discipline. These required related courses are specified in the individual major listings in the section of this *Catalog* entitled Curriculum. Required related courses are not included in the total number of hours in the major, are not calculated in the student's major grade point average, and may be taken Pass/Fail (assuming the course fits other criteria related to choosing the Pass/Fail option).

Grading System

The grades offered by Greensboro College are as follows.

A	Outstanding or Excellent
A-	
B+	
B	Above Average
B-	
C+	
C	Average
C-	
D+	
D	Passing but Below Average
F	Failing
AU	Audit
CO	Carry Over
CR	Credit
FN	Failure for Non Attendance
I	Incomplete
NC	No Credit
NR	Not Reported
P/F	Pass/Fail
S/U	Satisfactory/Unsatisfactory
W	Withdraw
WF	Withdraw Failing
WN	Withdrawal for Non Attendance

Audit (AU)

The AU grade is given for courses that the student has chosen to audit. The audit option must be selected, or removed, by submitting the appropriate form to the Registrar's Office by the last day of the drop/add period each term. The AU grade does not affect the grade point average, nor does it grant any hours earned toward graduation. See the section of this *Catalog* entitled Auditing.

Carry Over (CO)

The CO grade is reserved for use in courses that may not always be completed in a single semester. Included in this category are Piano Proficiency courses and independent study or research courses. Students who receive a CO grade are given the next subsequent full semester (excluding summer terms) to complete course requirements, at which time a final letter grade will be assigned. If the requirements are not completed by the end of the next semester, the student will receive a grade of F. Students working toward completion of a course for which they received a CO grade are not considered "enrolled" at the College unless they are actively enrolled in classes for the current term.

Credit (CR)

The CR grade is given for the laboratory component of courses when the student passes the lecture portion of the course. The CR grade does not affect the grade point average, nor does it grant any hours earned toward graduation.

Failure for Non Attendance (FN)

The FN grade indicates that a student has failed a course due to excessive absences or non-attendance. The FN grade is also used when an instructor withdraws a student from a course due to excessive absences before a term ends, and the withdrawal occurs after the deadline to withdraw from a course in that term without academic penalty.

Incomplete (I)

Instructors may submit a grade of Incomplete if students are unable to complete the requirements of a course due to an extreme circumstance or if they have received appropriate permission to extend coursework. Students must complete all coursework by the end of the sixth week of the next semester, regardless of whether the student is enrolled. Unresolved Incomplete grades are converted to an F at the end of the sixth week. Full responsibility for completing the course rests with the student. Students working toward completion of a course for which they received an Incomplete grade should not register for that course again in the current term.

No Credit (NC)

The NC grade is given for the laboratory component of courses when the student does not complete or fails the lecture portion of the course. The NC grade does not affect

the grade point average, nor does it grant any hours earned toward graduation.

Not Reported (NR)

The NR grade is given in the rare case when there is a delay in the submission of the final grade by the instructor. The NR grade does not affect the grade point average, nor does it grant any hours earned toward graduation. The NR grade appears on the academic transcript until the course is graded.

Pass/Fail (P/F)

The primary reason for students to select the Pass/Fail grading option is so they can explore unfamiliar fields of study. Students may take electives, most minor courses, or required related courses on a Pass/Fail basis with the approval of their faculty advisor. Courses taken for the Bachelor of Arts or Bachelor of Science requirement may also be taken Pass/Fail if they are not also required for the student's major. No general education courses or courses in the major may be taken Pass/Fail. Students may take a total of six courses Pass/Fail. The Pass/Fail option must be elected, or removed, by submitting the appropriate form to the Registrar's Office by the end of the eleventh week of a semester, or by mid-session for a weekend or short session course, or by mid-term of a summer session. The dates are specified in the academic calendar. Students may not utilize the Pass/Fail option in sequential courses that require a grade of C- to continue if the student expects to, or is required to, enroll in the next course in the sequence. Repeated courses may not be taken Pass/Fail, unless the course is only offered Pass/Fail.

Grades of P in Pass/Fail courses do not affect the grade point average. Electing the Pass/Fail option will result in a final grade of either P (for work equivalent to grades of A-D) or F. Letter grades that are converted to P grades will be not be issued to or reported by the Registrar's Office to any other offices, institutions of higher education, or employers. Grades of F in Pass/Fail courses are calculated as regular Fs in the grade point average.

Satisfactory/Unsatisfactory (S/U)

The Satisfactory/Unsatisfactory (S/U) grades are used for ECM 1130, Review of English Grammar, Usage, and Mechanics. An S grade does not affect the students' grade point averages, but the hours earned count toward graduation. A U is calculated into the grade point average as an F.

Withdraw (W)

The W grade indicates that a student officially withdrew from a course prior to the deadline to withdraw without academic penalty. The W does not affect the student's grade point average.

Withdraw Failing (WF)

The WF grade indicates that a student officially withdrew from a course, or was

withdrawn by an instructor for reasons other than attendance, after the deadline to withdraw without academic penalty. The WF counts in the student's grade point average the same as an F.

Withdrawal for Non Attendance (WN)

The WN grade indicates that a student was withdrawn from a course by an instructor due to excessive absences, and the withdrawal occurred before the deadline for withdrawing from the course without academic penalty. The WN does not affect the student's grade point average.

Repeated Courses

Students may repeat courses in order to improve their mastery of content and their cumulative grade point average. Courses must be repeated at Greensboro College to improve the grade point average. The highest grade for a repeated course is used in cumulative grade point averages. Although the lower grade appears on the academic transcript, it is not calculated numerically into the grade point average. Students will earn credit hours for a repeated course only if they earned a grade of F on the original attempt. Repeated courses may not be taken Pass/Fail, unless the course is offered only on a Pass/Fail basis. The VA does not pay for repeated courses.

Grade Point Average

Students' cumulative grade point average must be at least 2.0 in order to earn a degree. Accepted transfer work from other institutions counts toward the number of credit hours required for a degree, but does not affect the cumulative grade point average.

Grades of CR, NC, P, S, W, and WN do not affect the grade point average, although the hours earned do count toward the total needed for graduation. Grades of F (on a Pass/Fail course), FN, U, and WF are calculated and affect the grade point average like a regular F.

Grade points are awarded for grades in the following manner, per semester hour:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0
FN	0
P	0

S	0
U	0
W	0
WF	0
WN	0

The formula for calculating a term grade point average is: the total number of grade points earned in courses attempted that term divided by the total number of hours attempted for the term.

The formula for calculating a cumulative grade point average is: the total number of grade points earned in courses attempted at Greensboro College divided by the total number of hours attempted at Greensboro College.

Students may access their term and cumulative grade point averages online through Empower.

The formula for calculating a major grade point average is: the total number of grade points earned in all courses, including transfer courses, counting toward the major divided by all hours attempted in the major, excluding those courses that are designated as “required related” courses. Students must have a minimum grade point average of 2.0 in their major, and a minimum cumulative grade point average of 2.0, to earn a degree.

All grade point averages used for official Greensboro College transcripts, determinations of honors, and any other academic records are determined by the administrative software system in order to preserve consistency. Grade point averages are not rounded up or down; they are recorded exactly as the calculations are determined automatically.

Academic Records

Release of Student Information

The academic record of each Greensboro College student is confidential information that is available only to those persons who have received written consent from the student. For additional information, consult the section of this *Catalog* entitled [Release of Educational Records](#).

Transcripts

Students may obtain or have copies of their official transcript sent to other places, including other colleges, businesses or organizations, by completing the appropriate form in the Registrar's Office, by submitting a written request or by completing a request online. Written requests must include the student's name, any former name(s), Greensboro College ID number or social security number, the recipient's name and complete address where the transcript should be mailed, and the student's signature. All official transcripts are \$10.00 each when they are requested directly from the College. Transcripts can also be requested online through the National Student Clearinghouse (NSC) at www.studentclearinghouse.org. Students who

request transcripts through the NSC will be charged the \$10.00 transcript fee plus the NSC handling fee, which is subject to change without prior notification to the student or the College. Official transcripts will not be released when students owe a balance to Greensboro College or when they are in default, or delinquent, on repayment of their student loans. Payments that are submitted for transcripts that cannot be released due to a balance on the student's account will be credited to the total owed to the College. Students whose accounts are subsequently cleared should submit a new request with the appropriate payment for each transcript they request.

Transcripts will not be released in person to a third party unless the student provides written authorization to the Registrar's Office that specifically identifies the person to whom the transcript is to be given.

Transcripts that are received from high schools and other colleges are the property of Greensboro College and are for the College's use only. They will not be copied or released to anyone, including the student.

Grade Reports

Grade reports are available to students at the close of each term through Empower. Records of progress for all students are maintained by the institution. Students may provide log in credentials or print grade reports for anyone they wish to have access to their grades.

Transfer Policy

Greensboro College welcomes transfer students and will award transfer credit based on policies outlined in this section. For information about specific policies, see [Transfer Credit from Regionally Accredited Institutions](#), [Credit for College Courses Taken in High School](#), [Transfer Credit from Non-regionally Accredited Institutions](#), [Transfer Credit from Foreign Institutions](#), and [Prior Approval for Courses to be Taken at Other Institutions](#).

Undergraduate and post-baccalaureate students are required to provide official academic transcripts from every college or university they have attended prior to or during the first semester enrolled at Greensboro College, regardless of grades or course content.

To earn a degree from Greensboro College, transfer students must complete the following:

- A minimum 31 hours completed at Greensboro College (52 hours must be completed at Greensboro College to be eligible for honors at graduation)
- All requirements for a B.A., B.B.A., B.M.E., or B.S. degree
- All general education requirements
- All courses and requirements as specified by the academic major with at least 12 hours in the major completed at Greensboro College (8 hours of upper level Biology are allowed for Allied Health majors)
- A minimum of 124 semester hours

The following policies govern the acceptance of transfer credit in English:

1. Three quarters of non-remedial, 1000-level English are generally equivalent to two semesters of non-remedial, 1000-level English at Greensboro College.
2. Commensurate with Greensboro College's transfer policies, only English courses with grades of C- or better fulfill ECM 1100 or 1120 requirements.
3. English as a Second Language courses are not applicable to the Greensboro College ECM 1100 or 1120 requirements.
4. A maximum of eight hours credit through CLEP may be accepted for general education credit in composition courses (ECM 1100 and ECM 1120) for students who provide official documentation of passing scores *within their first two semesters*. After two semesters, students seeking CLEP credit for composition courses must consult with the Chair of the Department of English, Communication and Media Studies **before** taking the test; additionally, no credit will be awarded without formal approval from the Chair of ECM. Full time students pursuing undergraduate degrees are expected to complete the writing requirement within their first three semesters, and part time students within their first four semesters, as explained in the section of this *Catalog* titled Other Degree Requirements: Competency in Written English for Degree-Seeking Students.

Transfer Credit from Regionally Accredited Institutions

Credit is awarded on an individual basis for courses that students complete at regionally accredited institutions of higher education. The official evaluation of transfer credit is processed in the Registrar's Office.

In some cases, a further review of a student's transcript may be necessary to determine the best application of a student's credit. Examples include, but are not limited to, cases where students intend to teach or when course work does not have a specific equivalent to courses taught at Greensboro College. Such reviews typically occur after the fall or spring drop/add period.

Credit is awarded under the following conditions:

- an official transcript from any institution attended previously is received prior to or during the student's first semester of enrollment at Greensboro College, and
- courses must be comparable in content and discipline to those taught at Greensboro College, and
- courses must be taught by faculty with appropriate credentials, and
- a maximum of 72 semester hours, or 108 quarter hours, can be transferred from community or junior colleges. There is no limit on credits from four-year institutions, and

- courses completed with a grade of C- or better.

Credit will not be awarded if:

- students have taken the course more than once.
- students have taken the same course at two different institutions. In such cases, credit will be awarded from the institution where the course was taken originally.
- students re-take the same courses at Greensboro College.
- students have completed internships.

While Greensboro College does not place a time limit to award credit, coursework that was completed 10 or more years ago may need to be re-taken or updated to be applicable to general education or major requirements. Such determinations are made by Greensboro College faculty in consultation with the Registrar if it is determined that the content is outdated or not compliant with current certification or program requirements. In such cases, the hours awarded for the prior coursework become general elective credit.

Students may receive transfer credit for a required clinical radiologic technology programs only if they major in Biology/Allied Health. Any credits awarded for such clinical programs are forfeited if students change from the specific Biology/Allied Health major to any other major.

Students who attend another institution during the summer or who participate in a study abroad program will have credit awarded when an official transcript is received by the Greensboro College Registrar. Students who intend to enroll elsewhere during the summer are strongly encouraged to complete a Prior Approval Form to ensure that the course will transfer to Greensboro College. Students participating in a study abroad program must initiate that enrollment through Greensboro College's Study Abroad Office.

Students who are dually enrolled during a fall or spring semester will receive credit only if they have followed official consortium or dual enrollment procedures. For details, see the sections titled Consortia and Dual Enrollment.

Credit for College Courses Taken in High School

Students can receive credit for college courses taken while they were in high school if:

- the college or university is regionally accredited, and
- the courses were comparable in content to courses taught at Greensboro College, and
- the student earned a minimum grade of C- or better in the course, and
- an official transcript from the college or university is sent to the Greensboro College Registrar's Office.

This policy applies regardless of whether the student has taken the coursework to fulfill high school graduation requirements.

Transfer Credit from Non-Regionally Accredited Institutions

To award credit from a non-regionally accredited institution, Greensboro College must be able to determine that the coursework was comparable in content and level of instruction to courses offered at Greensboro College and was taught by faculty with the appropriate credentials. Students who wish to receive credit from non-regionally accredited institutions are responsible for providing the Greensboro College Registrar with a copy of the course syllabus from the year that the course was taken as well as an *Academic Catalog* from the institution they attended for the year(s) they attended. For example, students who attended a non-regionally accredited institution in 2007 must provide a copy of that institution's 2007 *Academic Catalog* rather than a copy of the current year's *Academic Catalog*.

Once all of the required documentation has been received, the Registrar will review it to determine whether credit can be awarded in consultation with faculty and department chairs as needed based on policies established by the Curriculum and Instruction Committee. The courses will be assessed for transfer credit using the same criteria as those for courses from regionally accredited institutions. Students who seek credit for courses from non-regionally accredited institutions are entitled to request a review of decisions made about their transfer credit by the Registrar or the faculty. Such requests would be considered by the Academic Council.

Transfer Credit from Foreign Institutions

To receive credit for courses taken at institutions outside of the U.S., students must provide an official academic transcript with an official English translation and an evaluation from a NACES approved evaluation service. In the extremely rare case that students are unable to obtain an official transcript from their country, the College will accept a certified copy of the transcript that is accompanied by an official English translation and an evaluation from a NACES approved evaluation service. Transcripts from international institutions that are already in English must still be accompanied by an official evaluation from a NACES approved evaluation service. A complete listing of NACES approved evaluation services can be found online at: www.NACES.org.

Prior Approval for Courses To Be Taken at Other Institutions

Greensboro College students who wish to attend a different institution during the summer, or who wish to participate in a Study Abroad program and have transfer credit awarded by Greensboro College, must receive approval prior to enrolling elsewhere. Students should complete the Prior Approval Form in consultation with their faculty advisors and/or the Coordinator of the Study Abroad Program. The Prior Approval Form is available in the Registrar's Office. Students who enroll elsewhere without obtaining Prior Approval first do so at their own risk and cannot be guaranteed that credit will be awarded.

As with any other form of transfer credit, students must enroll in courses that are comparable in content to courses taught at Greensboro College and make a grade of C- or better to receive credit. Although the hours are added to a student's record when transfer credit is awarded, the grade point average is not affected.

Students cannot remove themselves from academic probation by attending another institution. Students may not replace a Greensboro College course grade by repeating that course at another institution. Credit is awarded only when an official academic transcript is received by the Registrar's Office.

Alternative Forms of Credit

Alternative forms of credit are awarded in accordance with several means of evaluation including: Advanced Placement Examinations (AP), ACT-PEP Regents Examinations, challenge examinations, College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), portfolio review (experiential credit), and institutional credit.

A total of 45 hours may be awarded from all sources of alternative credit (AP, ACT-PEP, challenge examination, CLEP, DANTES, experiential, institutional credit). Of that 45 hours, a maximum of 16 hours may be awarded for challenge exams, a maximum of 8 hours may be awarded for experiential credit, and a maximum of 8 hours may be awarded for institutional credit.

Advanced Placement (AP)

Students may receive credit for Advanced Placement (AP) courses/examinations they completed in high school by requesting College Board to send an official score report to the Registrar's Office after completion of the AP examination. The Greensboro College faculty have established AP test score requirements for credit, which are listed below.

Advanced Placement Exam	Score	Hours Granted	Courses
American History	3	4	HIS 1210, 1220, or 1230
	4, 5	8	HIS 1210, 1220, or 1230
Art 2D	4, 5	2	ART elective
Art 3D	4, 5	2	ART elective
Art History	3, 4	4	ART 1000-level elective
	5	4	ART 2000-level elective
Studio Art: General Portfolio	3, 4, 5	4	ART elective
Studio Art: Drawing	3, 4, 5	4	ART 1110
Biology	3, 4	4	BIO 1100 or 1300
	5	8	BIO 1100 or 1300, BIO 1110 or 1350
Calculus AB	3, 4, 5	8	MAT 1050, 2060
Calculus BC	3, 4, 5	12	MAT 1050, 2060, 2070
General Chemistry	3, 4	4	CHM 1100
	5	8	CHM 1100, 1200
Computer Science A	3, 4, 5	4	CSC 1100
Computer Science AB	3, 4, 5	8	CSC 1100, 1200
English	4, 5	8	ECM 1100, 1120
Environmental Science	3, 4, 5	4	BIO 1000-level elective

Advanced Placement Exam	Score	Hours Granted	Courses
European History	3	4	HIS 1150 or 1160
	4, 5	8	HIS 1150, 1160
French	3	4	FRE 1110
	4, 5	8	FRE 1110, 1120
German	3	4	GER 1110
	4, 5	8	GER 1110, 1120
Government and Politics	3, 4, 5	4	POL 1100
Human Geography	3, 4, 5	4	SOC 2010
Latin	3	4	Foreign language elective (Elementary level I)
	4, 5	8	Foreign language elective (Elementary level I, II)
Microeconomics	4, 5	4	ECO elective
Macroeconomics	4, 5	4	ECO elective
Microeconomics and Macroeconomics	4, 5 on each test	4	ECO 1050
Music: Listening/Literature	3	4	MUS 1100
	4, 5	6	MUS 1100, 2090
Music: Theory	3	2	MUS 1010
	4, 5	4	MUS 1010, 1020
Physics BC	3, 4	4	PHY 1100
	5	8	PHY 1100, 1200
Psychology	3	0	Waive PSY 1100
	4, 5	4	PSY 1100
Spanish	3	4	SPA 1110
	4, 5	8	SPA 1110, 1120
Spanish Literature	3	4	General elective
	4, 5	4	SPA 2404
Statistics	3, 4, 5	4	MAT 2360
World History	3	4	HIS 1150 or 1160
	4, 5	8	HIS 1150, 1160

Note: Courses that are part of the honors curriculum may not be exempted through AP credit; however, AP credit will be granted for comparable courses. (See [The George Center for Honors Studies](#))

ACT-PEP

National norms are utilized in decisions to award credit based upon ACT-PEP examinations. Qualifying ACT-PEP test scores are accepted in the academic areas of biology, business, education, mathematics and social science. Each academic program establishes the specific score necessary to receive credit based upon these examinations. Credit is awarded only upon receipt of an official ACT-PEP transcript.

Challenge Examination

A student who is currently enrolled at Greensboro College may challenge a course by requesting and successfully completing a written examination on the course content. If a CLEP examination is available in the subject area for which the student is requesting a challenge examination, the CLEP examination normally will be utilized. For more information about the CLEP examination, consult the section of this *Catalog* entitled College Level Examination Program (CLEP). Otherwise, an examination developed at Greensboro College will be utilized. **All challenge examinations are subject to the following provisions.**

1. Students who are currently enrolled must seek permission to take a challenge exam from the department chair of the department that houses the course. The department chair will decide to give a challenge exam or not based on his/her professional judgment about whether an exam would appropriately assess a student's proficiency in the content. If the department chair decides to offer a challenge exam, he/she will notify the Registrar.
2. Students who are not currently enrolled must follow the procedure outlined in #1 above. If the department chair decides to offer a challenge exam, the student must apply for readmission and be readmitted before the exam takes place.
3. Students may not be enrolled in the course that they wish to challenge.
4. No challenge examinations shall be permitted in the last term before the student's scheduled graduation. If a student wishes to request an exception to this policy, he/she must submit a Petition for Exception to Academic Policy.
5. In any course involving laboratory experience, credit by challenge examination will be earned by separate examinations on the lecture and laboratory portions of the course.
6. Courses requiring proficiency in specific methods and/or techniques such as applied music, theatre and art are excluded from credit by examination.
7. The examination administered and its evaluation will be the department chair's responsibility, with consultation with other faculty as appropriate.
8. No prerequisite to that course in which credit is earned by challenge examination may be completed subsequently by challenge examination.
9. A student who previously failed a course may not request a challenge exam for that course.
10. The maximum of 16 semester hours may be earned through challenge examinations.
11. In unusual circumstances, the individual instructor has the option of

offering a challenge examination in lieu of CLEP.

A maximum of 16 hours may be awarded for challenge examinations. When students receive credit for other forms of alternative credit, the total awarded may not exceed 45 hours, which includes the 16 hours awarded for challenge exams.

College Level Examination Program (CLEP)

CLEP examinations should be taken by students in lieu of a specific course only if it is unavailable in time for the student to graduate or cannot be met by taking a required course as an independent study or through an approved consortium registration. National norms are utilized for scoring CLEP examinations and each academic program at Greensboro College establishes the specific score needed to award credit based on the official score. Credit is awarded only upon receipt of an official CLEP score.

A test administration fee of \$30 will be assessed to non-Greensboro College students who take CLEP exams on site. This fee is collected on the test date.

Defense Activity for Non-Traditional Education Support (DANTES) / DANTES Subject Standardized Test (DSST)

National norms are utilized in decisions to award credit based upon DANTES/DSST examinations. Each academic program establishes the specific score necessary to receive credit based upon these examinations. Credit is awarded only upon receipt of an official DANTES/DSST transcript.

A test administration fee of \$25 will be assessed to non-Greensboro College students who take DANTES/DSST exams on site. This fee is collected on the test date.

Experiential Credit

Greensboro College recognizes that learning takes place through life, as well as in the classroom, and that it can be demonstrated by the development of a portfolio which documents professional or vocational learning experiences as they relate to academic goals. If students feel that they have employment experience or volunteer work experience that is applicable to a specific requirement for their degree, they can request the opportunity to develop a portfolio for review. Students will be referred by the Registrar to the faculty member most qualified to evaluate the specific content of the experience, as chosen by the Senior Vice President and Chief Academic Officer. This faculty member in consultation with other faculty as needed will determine whether credit for experiential learning will be granted. If so, the faculty member will submit an Alternative Credit form to the Registrar's Office for entry of the credit. Students will be notified of the credit awarded and charged the current audit fee for each hour.

A maximum of 8 semester hours may be earned for experiential credit. When students receive credit for other forms of alternative credit, the total awarded may not exceed 45 hours, which includes the 8 hours for experiential credit.

Institutional Credit

In addition to classroom and vocational learning, many students participate in institute or workshop training, professional certification programs, and study abroad experiences arranged outside of their enrollment at Greensboro College. Students with such learning experiences who think they may be applicable to a specific degree requirement should contact the Registrar's Office. The Registrar's staff will refer the student to the faculty member most qualified to determine the relevance of the documented work. If appropriate, the faculty member will submit an Alternative Credit form to the Registrar to approve institutional credit not to exceed the maximum 8 semester hours.

A maximum of 8 semester hours may be earned for institutional credit. When students receive credit for other forms of alternative credit, the total awarded may not exceed 45 hours, which includes the 8 hours for institutional credit.

Credit for Reserve Officers Training Corps and Other Military Experiences

Credit will be awarded to students for Reserve Officers' Training Corps (ROTC) classes under the provisions outlined in the section below titled Reserve Officers' Training Corps (ROTC). Students who have formal military training may be awarded credit under the provisions outlined in the section below titled American Council on Education (ACE) Credit.

Reserve Officers' Training Corps (ROTC)

Students may enroll in courses that are part of the United States Air Force and Army Reserve Officers' Training Corps (ROTC) programs at North Carolina A&T State University by following normal consortium procedures. (See the section of this *Catalog* entitled Consortia for more information.) Students may receive up to, but no more than, 16 semester hours of credit applicable toward the 124 semester hours for courses in military science in the ROTC programs. Credit can be received for lecture courses only, not for leadership labs. A student may register for the labs, but they will be listed as noncredit courses. Summer camps cannot be registered through the Consortium because there is no Consortium arrangement with A&T during the summer. More details about the ROTC program are available in the Registrar's Office or from the Army ROTC Department in Campbell Hall at North Carolina A&T State University.

American Council on Education (ACE) Credit

Credit for military service, training, and National Guard services is awarded upon receipt of an official American Council on Education (ACE) report that includes an evaluation of the student's military courses and experiences and relevant academic disciplines.

Academic Progress

Academic Probation, Academic Withdrawal, and Academic Suspension Policies

The academic progress requirements stated in this section apply to students enrolled in any of the College's undergraduate and post-baccalaureate programs, and non-degree seeking students. Students enrolled in the Master of Arts and the Master of Education programs must satisfy graduate academic progress requirements; see the section titled Academic Progress in the *Greensboro College Graduate Academic Catalog* for details.

Students who have attempted at least 6 hours at Greensboro College and are in their first or second semester must attain a minimum cumulative grade point average of 1.0 in order to be eligible to enroll for the following semester. Students who do not meet this minimum grade point average will be academically withdrawn. Students who have been academically withdrawn must apply for readmission and must also receive permission of the Scholastic Standing Committee to enroll in a subsequent semester. Readmission is not guaranteed. Students who have been academically withdrawn have the right of appeal. For appeal procedures, see Appeal Process for Academic Withdrawal or Suspension.

Students who have attempted more than 0 and less than 28 semester hours credit must attain a minimum 1.6 cumulative grade point average. The total number of hours attempted includes all transfer hours, repeated courses and courses graded Pass/Fail. (The actual number of hours attempted will differ from that indicated on the grade report or transcript if any courses have been repeated, taken Pass/Fail or transferred to Greensboro College.) Failure to attain and maintain the 1.6 minimum during this time will result in placement on academic probation. Students who have not attained the required minimum cumulative grade point average by the time they have attempted 28 semester hours will be academically suspended. Students will be continued on probation if the cumulative grade point average is at least 1.5, the term average is at least 2.0 on at least 6 graded hours, and any other stated conditions have been met.

Students who have attempted more than 27, but less than 60 semester hours, are required to attain and to maintain a minimum cumulative grade point average of 1.8. Failure to do so will result in a one-semester academic probation. Students who fail to raise their cumulative grade point average during the probationary semester will be academically suspended. Students will be continued on probation if the cumulative grade point average is at least 1.7, the term average is at least 2.0 on at least 6 graded hours, and any other stated conditions have been met.

Students who have attempted more than 59 semester hours are required to attain and to maintain a minimum cumulative grade point average of 2.0. Failure to do so will result in a one-semester academic probation. Students who fail to raise their cumulative grade point average during the probationary semester will be academically suspended. Students will be continued on probation if the cumulative grade point average is at least 1.9, the term average is at least 2.0 on at least 6 graded hours, and any other stated conditions have been met.

A second suspension from Greensboro College for academic reasons is considered to be a dismissal without privilege of readmission except in rare circumstances.

Students placed on academic probation are encouraged to meet with the Director of Academic Support early in the probationary semester, and continue regular meetings throughout the term. The Director of Academic Support will provide structure and help students to attain the academic skills and habits necessary for improving their grade point average. Students who are academically withdrawn or suspended from the College, appeal to the Scholastic Standing Committee, and are granted approval to be enrolled on academic probation will be required to work with the Director of Academic Support or other appropriate academic services staff to maximize their chances for improvement. (See Appeal Process for Academic Withdrawal or Suspension.)

Students placed on academic probation who receive benefits from the VA or Vocational Rehabilitation should refer to current VA or Vocational Rehabilitation policies regarding future benefits.

Any student who is academically withdrawn or suspended at the end of a spring semester and wishes to attend the subsequent Summer School at Greensboro College must write a letter to the Scholastic Standing Committee according to the procedures and deadlines specified by the Senior Vice President and Chief Academic Officer. Students who have been academically withdrawn or suspended may not attend Summer Session I. Similarly, any student who has been academically withdrawn or suspended previously and wishes to be readmitted for Summer School at Greensboro College must complete the steps above, and also apply for readmission. The Scholastic Standing Committee may grant the appeal, deny the appeal, or defer a decision on the appeal until the conclusion of Summer School. Granting the appeal after a decision has been deferred is not guaranteed; the student's performance in summer courses is one determinant in the decision.

Appeal Process for Academic Withdrawal or Suspension

All students academically withdrawn or suspended from the College have a right of appeal. To appeal, a student must write to the Scholastic Standing Committee, in care of the Associate Vice President for Academic Administration, within the time period designated in the letter of notification of academic withdrawal or suspension. If no appeal letter is received, the College will assume that the student does not intend to appeal. Students are allowed to appeal in person before the Scholastic Standing Committee if they wish, except in the case of readmission applicants who have been suspended from Greensboro College for a semester or more. If the student wishes to appeal in person, this should be stated in the letter of appeal. A written appeal is as valid as a personal appearance.

Dismissal and Withdrawal Policies and Procedures

The Standards Review Committee is an ad-hoc committee consisting of the Chief Academic Officer, Chief Operations Officer, Associate Vice President for Academic Administration, and Dean of Students. The Committee may be convened by any member to address a student concern that may arise that is not specifically covered by

College policy. The Standards Review Committee will review all cases of dismissals and administrative withdrawals.

Dismissal

The College reserves the right at any time to dismiss any student who fails to maintain the required standard of scholarship, who willfully violates the rules and regulations of the College, or whose general conduct convinces the administration that he/she has not become adapted to this institution. Such dismissal shall be made by the Standards Review Committee. A student who is dismissed under the provisions of this paragraph may not apply for readmission to Greensboro College. Please see the *Student Handbook* for more details about student conduct and due process. A student who is dismissed under the provisions of this paragraph may appeal the dismissal to the President of the College within two business days of the decision to dismiss the student.

Withdrawal

Administrative Withdrawal

The College reserves the right at any time to administratively withdraw any student who, in the judgment of the College, fails to maintain the required standard of scholarship or who willfully violates the rules and regulations of the College or whose general conduct convinces the administration that the student has not become adapted to this institution. The Standards Review Committee shall make such an administrative withdrawal. A student who is administratively withdrawn under the provisions of this paragraph may apply for readmission to Greensboro College; any conditions under which a readmission will be considered will be outlined in writing to the student. Please see the *Pride Guide* for more details about student conduct and due process. A student who is administratively withdrawn under the provisions of this paragraph may appeal the dismissal to the President of the College within two business days of the decision to administratively withdraw the student.

Voluntary Withdrawal or Transfer

Once a student has been formally registered and desires to completely withdraw from all courses, it is necessary to do so in writing. Students should obtain a withdrawal form from the Dean of Students and complete an exit interview.

Students who withdraw on their own initiative will be governed by the following academic policies: Withdrawal from courses through the end of that term's drop/add period will result in the deletion of the courses from the academic record. Students withdrawing from courses beginning the first day after that term's drop/add period through the term's published deadline to withdraw without academic penalty will receive grades of W. A grade of W does not compute in the grade point average. Students withdrawing after the term's published deadline to withdraw without academic penalty will receive grades of WF. A grade of WF computes in the grade point average as a grade of F. Students withdrawing completely from Greensboro College on their own initiative should consult the section of this *Catalog* entitled [Refund Information](#) for the refund policy.

If a student withdraws completely from the college and then decides to re-enroll, he/she must re-apply for admission through the Admissions Office. Re-enrollment may be granted pending good status with Student Accounts, Financial Aid, Student Development, and the Registrar.

Medical Withdrawal

To be considered for a medical withdrawal, a student must obtain documentation from a health care provider to accompany a letter to the Dean of Students. Students seeking a partial or full medical withdrawal need the approval of the Dean of Students. Students approved to withdraw for medical reasons through the term's published midpoint will receive a grade of W with no academic penalty. Students withdrawing medically after the published deadline for course withdrawal without academic penalty will receive grades of either W or WF, depending upon their progress in their courses. This information will be obtained directly from the instructors by the Registrar's Office. If approved, refunds will be determined according to the refund policy for medical withdrawals. Consult the section of this *Catalog* entitled Refund Information. Readmission may be contingent upon assessment and documentation from an outside medical professional, as well as good status with Student Accounts, Financial Aid, Student Development, and the Registrar.

Unofficial Withdrawal

The following grades shall be assigned to students whose lack of class attendance affects their performance.

- If a student is withdrawn from a class by the professor due to excessive absences prior to the deadline to withdraw from a class without penalty, then that student shall receive a final grade of WN (Withdrawal for non-attendance) by the professor. The WN grade does not affect the academic grade point average.
- If a student is withdrawn from a class by the professor due to excessive absences after the deadline to withdraw from a class without penalty, then that student shall receive a final grade of FN (Failure for non-attendance) by the professor. The FN grade calculates in the academic grade point average as an F.
- If a student remains enrolled in a class for an entire term and has failed the class because his or her lack of attendance in that class has had a direct and substantial negative effect on the final grade, then that student shall receive a final grade of FN (Failure for non-attendance). The FN grade calculates in the academic grade point average as an F.

If, at the end of a semester, a student has received all grades of FN and/or WN, then it shall be determined that the student has unofficially withdrawn from the College and his/her name shall be given to the Director of Financial Aid for Federal financial aid eligibility determination and to the Dean of Students for withdrawal processing.

Military Leave of Absence

Greensboro College recognizes that some students may be active members or reservists in a branch of the armed forces. If such students provide documentation to the Registrar that their service obligation will interrupt a term in which they are actively enrolled and the Registrar confirms that satisfactory academic progress was being made prior to the interruption of their studies, appropriate accommodations will be arranged so that the students can complete the course(s) they were taking at the time of the interruption. Accommodations could include completing course(s) online or the assignment of a grade extension, CO (Carry Over), to allow the student extra time to complete course(s).

Additionally, an appropriate accommodation may be a Military Leave of Absence until such time as they can return to the College in a subsequent new term. Punitive grades will not be issued when a Military Leave of Absence is granted. The appropriate accommodation(s) will be decided by the individual course instructors, based on what is reasonable for a given course.

Removal from Residence Halls, Suspension or Dismissal for Disciplinary Reasons

Students who are suspended or dismissed from Greensboro College for disciplinary reasons through the term's published deadline for course withdrawal without academic penalty will receive a grade of W with no academic penalty. Students who are suspended or dismissed from Greensboro College for disciplinary reasons after the published deadline for course withdrawal without academic penalty will receive grades of W or WF, depending upon their progress in their courses. This information will be obtained directly from the instructors by the Registrar's Office. A student removed from the residence halls, suspended or dismissed from Greensboro College for disciplinary reasons will not be entitled to a refund of any tuition, fees, or room and board charges.

Academic Withdrawal

Students who have attempted at least 6 hours at Greensboro College and who are in their first or second semester must attain a minimum cumulative grade point average of 1.0 in order to be eligible to enroll for the following semester. Students who do not meet this minimum grade point average will be academically withdrawn. Students who have been academically withdrawn must apply for readmission and also must receive the permission of the Scholastic Standing Committee to enroll in a subsequent semester. Readmission is not guaranteed.

Students who have been academically withdrawn have the right of appeal. To be considered eligible to enroll for the following semester, a student must write to the Scholastic Standing Committee, in care of the Associate Vice President for Academic Administration, within the time period designated in the letter of notification of academic withdrawal. If no letter is received, the College will assume that the student does not intend to appeal and will release class and residence hall space, refunding any deposits. Students are allowed to appeal in person before the Scholastic Standing Committee. If the student wishes to appeal in person, this should be stated in the letter of appeal. A written appeal is as valid as a personal appearance.

If circumstances prevent a student from completing the withdrawal procedure as described above, the student is required to notify the Dean of Students. A student may notify the Dean of Students in person, by telephone, or by e-mail.

Petition for Exception to Academic Policy

Students who, after consultation with their advisor, believe that an exception to an academic policy or procedure is warranted, should petition for such exception. Petition for Exception to Academic Policy forms and instructions for filing a petition are located in the Registrar's Office. A completed petition form will be reviewed by the appropriate person or committee for a decision on whether the exception will be made. Approval is not guaranteed.

Academic Honors

Dean's List

Degree-seeking undergraduate students who during the course of the semester carry a minimum of six graded (A-F) semester hours and attain a grade point average of 3.5 or higher are eligible to be placed on the Dean's List. The six hours do not include repeated courses, and the term may not include any WN or FN grades.

Alpha Chi

Alpha Chi, the College-wide national honor society, was begun on this campus in 1978 by Dr. Howard Wilkinson, the 14th president of the College. Alpha Chi is open to seniors who rank in the top 10% of their class and juniors who rank in the top 5% based on cumulative grade point averages. Members of Greensboro College Xi Chapter of Alpha Chi have distinguished records in regional and national activities of the organization.

Alpha Kappa Delta

More than 84,000 scholars have been initiated into the AKD Society, which is dedicated to the ideal of *Anthropon Katamanthanein Diakonesein*, or "To investigate humanity for the purpose of service." The Society wishes to promote and strengthen an interest in the study of sociology, research of social problems and any other intellectual pursuits that can improve the human condition (AKD Handbook, 1999). The Greensboro College Omicron Chapter of Alpha Kappa Delta, chartered in 1991, is open to all juniors and seniors who have a major in sociology or who demonstrate a serious interest in sociology, are in the top 35% of their class, and who have completed at least four courses in sociology with a 3.0 grade point average in those courses. Election to Alpha Kappa Delta shall be without regard to race, creed, sexual orientation or national origin.

Alpha Phi Sigma

Alpha Phi Sigma recognizes academic excellence of undergraduate and graduate

students of criminal justice, as well as Juris Doctorate students. The goals of Alpha Phi Sigma are to honor and promote academic excellence, community service, educational leadership and unity. Undergraduate students must have a declared major or minor in criminal justice, must have completed at least three full-time semesters or equivalent, must have completed at least four courses in criminal justice or related fields, must have a cumulative grade point average of 3.2 on a 4.0 scale and a 3.2 grade point average criminal justice courses, and must rank in the top 35% of their class.

Beta Beta Beta

Tri-Beta is a national biological honor society. Active members must have completed at least three semesters, completed 12 hours of biology courses (only 4 of these hours may be in an introductory course) with a minimum grade point average of 3.0 in those courses, major in biology, and an overall minimum grade point average of 3.0. Tri-Beta is dedicated to the advancement of the biological sciences through its activities and projects.

Delta Mu Delta

Delta Mu Delta is an international honor society that recognizes academic excellence in baccalaureate or master's degree business administration programs at ACBSP-accredited schools. The Greek letters in the Society's name stand for *Dia Matheseos Dynamis*, signifying Delta Mu Delta's motto: Through Knowledge, Power—the power to manage creatively for social and economic good.

Becoming a member of Delta Mu Delta is an honor indicative of earnest, intelligent purpose and rewarding achievement. Membership is restricted to candidates for the baccalaureate degree who major in business administration and economics, accounting, or are pursuing the B.B.A. degree; have completed at least one-half of the work required for the degree with a cumulative average grade 3.25 or better; and who are in the top 20% of their college class in cumulative average grades.

Iota Tau Alpha

Iota Tau Alpha is the national honor society in Athletic Training. The purpose of Iota Tau Alpha is to function as an honor and professional society for students of Athletic Training Education, to stimulate interest, scholarly attainment, and investigation in Athletic Training Education. The honor society also promotes the dissemination of information and new interpretations of the Society's activities among students of Athletic Training Education. Greensboro College's chapter designation is Beta Psi. Students who are athletic training majors, in the top 35% of their class, have completed at least three semesters, and have completed at least three courses in athletic training (only one of which may be introductory) with a 3.5 grade point average in those courses are eligible for membership.

Kappa Delta Pi

Kappa Delta Pi, an international honor society in education, was organized to

recognize excellence in education. Those elected to membership exhibit the ideals of scholarship, high personal and professional standards, and promise in teaching. It encourages improvement, distinction in achievement and contributions to education. Selection as a member of Kappa Delta Pi is based on high academic achievement, a commitment to education as a career and a professional attitude that assures steady growth in the profession.

The Psi Mu Chapter of Kappa Delta Pi was installed on October 19, 1997. Students who have been accepted into the Teacher Education Program, have a minimum grade point average of 3.50 (undergraduate students) or 3.75 (graduate students) in all courses taken at Greensboro College and exhibit leadership skills are eligible for membership.

Phi Alpha Theta

Phi Alpha Theta, the national history honor society, is considered the highest rated departmental honor society, second only to Phi Beta Kappa on a national level. Established in 1921 at the University of Arkansas, Phi Alpha Theta currently has over 830 active chapters nationwide. The Greensboro College Alpha-Iota-Phi Chapter of Phi Alpha Theta was chartered in 2001. For membership, undergraduate students must complete a minimum of 12 semester hours (four courses) in history, achieve a minimum grade point average of 3.1 in history, and attain a grade point average of 3.0 or better overall. Phi Alpha Theta promotes historical understanding and scholarship through its varied activities and conferences.

Pi Sigma Alpha

Pi Sigma Alpha is the national honor society in political science. Student members must have at least junior status, have completed 10 semester hours of work in political science with a minimum grade point average of 3.0 in the courses, and have an overall grade point average sufficient to place the students within the upper third of their class. In addition to recognizing academic excellence in the discipline, Pi Sigma Alpha seeks to stimulate scholarship and intelligent interest in political science.

Psi Chi

Psi Chi is the national honor society in psychology. The purposes of the Society are to encourage, stimulate and maintain excellence in scholarship and to advance the science of psychology. Psychology majors and minors elected into Psi Chi must have completed at least 9 semester hours of psychology, must rank in the upper 35% of their class in general scholarship in addition to having an overall grade point average of 3.0, and must have earned a minimum grade point average of 3.0 in psychology courses.

Sigma Delta Pi

Tau Psi is the Greensboro College chapter of Sigma Delta Pi, the National Collegiate Hispanic Honor Society. The society receives into its membership, irrespective of

membership in or affiliation with other organizations, only those who attain its standards of high academic achievement in the study of the Spanish language, the literature and culture of Spain and Latin American nations, and other college-level subjects. To apply for active membership, students must have completed three years of study of college-level Spanish or the equivalent thereof, including at least three semester hours of a Spanish or Spanish-American literature or civilization course. Candidates must rank in the upper 35% of their class, must have a minimal grade point average of 3.0 on a 4.0 scale in all Spanish courses taken, and must have completed at least three semesters of college work. Sigma Delta Pi's mission is to foster love for and to raise awareness of and interest in the Spanish language and the literatures and cultures of Spanish-speaking people.

Sigma Tau Delta

Sigma Tau Delta, the international English honor society, recognizes students' love for and high achievement in the study of English language and literature. In addition, it provides them with opportunities to foster the discipline at the local, regional and international levels. To be eligible for induction, students must have a minimum 3.0 grade point average in all English courses taken, must have completed at least two courses in language or literature beyond first year composition courses, rank in the top 35% of their class and have completed at least three semesters of college work.

Theta Alpha Kappa

Theta Alpha Kappa is a national honor society established to recognize excellence in the academic study of Religion and its associated disciplines at Greensboro College: any course offered by the Department of Religion, Ethics and Philosophy. To be eligible students must 1) complete at least three semesters, including a minimum of 16 hours, in one or more of the above areas; 2) attain a grade point average of at least 3.5 in Religion and related courses; 3) attain at least a 3.0 grade point average in their total academic program to date; and 4) be ranked in at least the top 35% of their class at the time of induction.

Honors at Graduation

Greensboro College recognizes high cumulative grade point averages upon graduation with the following honors: 3.50, cum laude; 3.75, magna cum laude; and 3.90, summa cum laude. To be eligible for honors, a student must complete a minimum of 52 credit hours at Greensboro College. All courses taken at Greensboro College, and only courses taken at Greensboro College, are used in determining the cumulative grade point average. All grade point averages used for official Greensboro College transcripts, determinations of honors, and any other academic records are determined by the administrative software system in order to preserve consistency. Grade point averages are not rounded up or down; they are recorded exactly as the calculations are determined electronically.

For details regarding the requirements to graduate with a degree from the George Center for Honors Studies, consult the section of this *Catalog* entitled [The George Center for Honors Studies](#).

ACADEMIC PROGRAM

Academic Organization

The academic program is organized into five schools. These are the Schools of the Arts, Business, Humanities, Sciences and Mathematics, and Social Sciences and Education. Each school consists of program areas of related academic departments. Members of the faculty belong to the school in which they perform their primary teaching duties.

In addition to the academic program offered by the five academic schools, Greensboro College offers interdisciplinary majors and minors and a number of other academic programs. Descriptions of majors, minors, and academic programs are included in the section of this *Catalog* entitled Curriculum and Other Academic Programs and Courses.

The ongoing responsibility for the content of the academic program resides with the faculty and the Curriculum and Instruction Committee, which reports to the faculty. The Curriculum and Instruction Committee, chaired by the Senior Vice President and Chief Academic Officer, consists of five school representatives. Two student representatives also have voting privileges.

School Deans

Prof. David J. Schram, Dean, School of the Arts
Dr. William MacReynolds, Dean, School of Business
Dr. Daniel J. Malotky, Dean, School of Humanities
Dr. Jessica G. Sharpe, Dean, School of Sciences and Mathematics
Dr. Rebecca F. Blomgren, Dean, School of Social Sciences and Education
Dr. Richard A. Mayes, Dean of the Faculty

Matters of curriculum listed in this *Catalog*, such as the general education requirements and the individual course offerings, are subject to approval by the faculty and the administration of the College.

Academic Schools, Interdisciplinary Minors, and Other Academic Programs

Paul L. Leslie, Senior Vice President and Chief Academic Officer

Richard A. Mayes, Dean of the Faculty

The five academic schools are listed below, with the Deans, Department Chairs, and full time faculty in each school identified. Personnel listed in this section are accurate at the time of publication.

School of the Arts

David J. Schram, Dean, School of the Arts

James v Langer, Chair, Department of Art

Jane G. McKinney, Chair, Department of Music

David J. Schram, Chair, Department of Theatre

Professors: Jonathan P. Brotherton, Music
David E. Fox, Music
James v Langer, Art
Jane G. McKinney, Music/Music Education
John A. Saari, Theatre
David J. Schram, Theatre

Associate Professors: Neill M. Clegg, Jr., Music
Josephine Hall, Theatre

Assistant Professors: Ashley S. Hyers, Theatre/Dance
William Perry Morgan-Hall, Theatre
Brittany Søndberg, Art

School of Business

William MacReynolds, Dean, School of Business

Teresa M. Walker, Chair, Department of Accounting

William MacReynolds, Chair, Department of Business Administration

Associate Professor: William MacReynolds, Business Administration

Assistant Professors: Michael F. Crombie, Business Administration
Teresa M. Walker, Accounting

School of Humanities

Daniel J. Malotky, Dean, School of Humanities

Kathleen Keating, Chair, Department of English, Communication and Media Studies

Michael P. Sistrom, Chair, Department of History

Daniel J. Malotky, Chair, Department of Religion, Ethics and Philosophy

Professors: L. Wayne Johns, English
Kathleen Keating, English
Daniel J. Malotky, Religion, Ethics and Philosophy
Sheila J. Nayar, English and Communication Studies
Michael P. Sistrom, History

Associate Professors: Allison L. Palmadessa, History
Michelle Plaisance, English and Teaching English to
Speakers of Other Languages

Assistant Professors: Robert W. Brewer, Religion
Heather Chacón, English
Elena T. King, English and Teaching English to
Speakers of Other Languages
Jason A. Myers, Religion
Benjamin Wall, Religion

School of Sciences and Mathematics

Jessica G. Sharpe, Dean, School of Sciences and Mathematics

Randy R. Hunt, Chair, Department of Kinesiology
Stuart Davidson, Chair, Department of Mathematics
L. Wayne Harrison, Chair, Department of Natural Sciences

Professors: Calhoun Bond, Jr., Biology
Stuart Davidson, Mathematics
L. Wayne Harrison, Chemistry
Randy R. Hunt, Exercise and Sport Studies
G. Jean Lojko, Exercise and Sport Studies
Richard A. Mayes, Biology
E. Adam Pennell, Mathematics
Jessica G. Sharpe, Biology

Assistant Professor: Anna Peluso, Health Sciences

Instructors: Andrew Graham, Athletic Training
Jonathan L. Pickeral, Kinesiology

School of Social Sciences and Education

Rebecca F. Blomgren, Dean, School of Social Sciences and Education

Rebecca F. Blomgren, Chair, Department of Education
Victor E. Archibong, Chair, Department of Political Science and Legal
Administration
Jason A Rogers, Chair, Department of Psychology
Deirdre Sommerlad-Rogers, Chair, Department of Sociology

Professors: Victor E. Archibong, Political Science
Rebecca F. Blomgren, Education
Susan D. Connelly, Education
Lawrence D. Czarda, Public Administration
Debra M. Davidson, Education

Paul L. Leslie, Sociology
Deirdre Sommerlad-Rogers, Sociology

Associate Professors: Jason A. Rogers, Psychology
Natasha W. Veale, Special Education

Assistant Professor: John W. Barbrey, Criminal Justice

Visiting Assistant Professors: Nicolás Eilbaum, Sociology and Criminal Justice
Kristin Sheridan, Psychology

Interdisciplinary Minors and Other Academic Programs

Allied Health Program

Calhoun Bond, Jr., Director

Center for the Enhancement of Teaching and Learning

Deirdre Sommerlad-Rogers, Director

Child and Family Studies Interdisciplinary Minor

Susan D. Connelly, Coordinator

Criminal Justice Program

Deirdre Sommerlad-Rogers, Director

Ethics Across the Curriculum

Daniel J. Malotky, Director

First-Year Composition Program

Heather Chacón, Director

The George Center for Honors Studies, Humanities Minor

Neill M. Clegg, Jr., Director

Graduate Program in Teaching English to Speakers of Other Languages

Michelle Plaisance, Director
Elena T. King, Associate Director
Jane C. Girardi, Assistant Director

Greensboro College Seminar Program

Jenna R. Ryan, Director

International Programs

Cathryn Bennett, Director

Organizational Leadership and Management (OLM) Program

William MacReynolds, Director

Study Abroad Program

Georgieann Bogdan, Advisor

Teacher Education Program

Rebecca F. Blomgren, Director

Pamela J. Bennett, Assistant Director

Undergraduate Degree Requirements

Greensboro College offers the Bachelor of Arts, Bachelor of Music Education, and the Bachelor of Science undergraduate degrees. Requirements for these degrees include all-college requirements, general education requirements, disciplinary requirements related to the particular degree (B.A., B.M.E., or B.S.) that the student is pursuing, and major requirements. All enrolled students are responsible for fulfilling the degree requirements set forth in the *Greensboro College Academic Catalog* in effect at the time of their initial enrollment. Students who leave the College and are readmitted in a later semester will follow the requirements set forth in the *Academic Catalog* currently in effect when they reenroll. Each set of requirements is described in the following sections.

The College also offers the Bachelor of Business Administration degree through degree-completion programs. The all-college requirements listed in the section below apply to the B.B.A. degree. For a description of general education requirements and course requirements for the B.B.A. degree, see the sections of this *Catalog* entitled [On-Ground Organizational Leadership and Management Program](#) and [Online Organizational Leadership and Management Program](#).

Please refer to the section of this *Catalog* entitled [Participation in Commencement Ceremonies](#) for information about official graduation dates, graduation ceremonies, and eligibility to participate. It is the student's responsibility to make certain that he or she meets the graduation requirements.

Students must submit a Graduation Application to the Registrar's Office prior to their intended graduation. Deadlines for submission are stated on the Graduation Application form, which may be found in the Registrar's Office.

All-College Requirements for Undergraduate Degrees

Candidates for the B.A., B.B.A., B.M.E. or B.S. degree must complete a minimum of

124 total semester hours. Students seeking North Carolina Department of Public Instruction (NCDPI) licensure should be aware that more than 124 semester hours may be required.

All students must earn a cumulative grade point average of at least 2.0 for all semester hours taken at Greensboro College including all semester hours in excess of the 124-hour minimum required for the degree. Students must also achieve a grade point average of at least 2.0 in their major, excluding required related courses.

Transfer students must complete a minimum of 31 hours at Greensboro College to graduate from Greensboro College. At least 12 semester hours in the major must be completed at Greensboro College, and a minimum of 8 hours in a minor must be completed at Greensboro College.

Students must complete the last 30 hours prior to receiving a degree at Greensboro College to receive a degree. Students who wish to complete part of their last 30 hours prior to graduation at another institution must submit a Petition for Exception to Academic Policy to the Registrar's Office, stating which course(s) will be completed elsewhere. A course description from the host institution must be included for each course. The petition will be reviewed by the Registrar and the Senior Vice President and Chief Academic Officer. If the petition is approved, the student will have a maximum of two semesters (excluding summer terms) to complete the degree.

Students may earn additional hours in the major discipline beyond the minimum required, not to exceed 50% of the total hours for their degree. Students who exceed 50% of total hours in the degree with major courses must compensate by taking additional non-major hours, thereby keeping the ratio of major hour to total degree at 50% or less. This ensures a liberal arts education balanced by general education courses, major courses and electives.

A maximum of 6 semester hours in physical education activity credit (KIN 1102-1156) may be applied toward graduation; courses in this range may not be repeated for additional credit.

General Education Requirements for the Bachelor of Arts, Bachelor of Science, and Bachelor of Music Education Degrees

Purpose of the Greensboro College General Education Program

The general education program of Greensboro College is an integral component of the college's mission and is the core of the undergraduate curriculum across all majors. The general education program is dedicated to providing all students with balanced and broad educational opportunities. True to liberal-arts traditions and the college's Methodist roots, the Greensboro College general education program offers students opportunities to develop five general learning outcomes. All graduates of Greensboro College should be able to

1. read critically a variety of texts;
2. write effectively for different purposes and audiences;
3. speak effectively for different purposes and audiences;

4. reason to reach logical conclusions; and
5. think critically about ethics and values.

Completion of the general education program brings the liberal-arts disciplines into students' lives in ways that connect the arts and sciences with the realities of the 21st century. Students completing the program will be prepared for a productive life, lifelong learning, understanding, and application of intellectual skills necessary to cope with and contribute to the world in which we live.

Requirements

General education requirements total 36-40 credit hours (the difference allows for transferred equivalent courses). These hours must consist of two composition courses, a humanities course, and a minimum total of 30 credit hours distributed across four disciplinary categories listed below.

Composition

Students must successfully complete two courses or their transferred equivalents from this list.

ECM 1100 Texts and Contexts

ECM 1120 Scholarly texts and Contexts

HON 1110 The Basic Questions (grade of C- or better required)

HON 1120 Stories We Tell Ourselves (grade of C- or better required)

Full time students must complete these courses within the first three semesters of enrollment; part-time students must complete these courses within the first four semesters of enrollment. Students who have not completed the English requirement within the specified time must obtain permission from the Dean of the Faculty to enroll at the College for a subsequent semester.

All students must successfully complete the two composition courses, or their equivalents, and complete a minimum total of 30 credit hours distributed across four categories listed below. Students who complete all of these courses at Greensboro College will earn a total of 40 credit hours in these categories. Transfer students whose total credit hours across the four categories below is less than 30 hours must take additional courses from these categories to earn at least 30 credit hours.

Humanities Course

All students must complete a Humanities course. Humanities (H) courses are designated in the categories below as (H). Such courses may also fulfill other general education requirements as identified below.

Artistic/Literary

Students must complete two courses or their transferred equivalents from the list below; the two courses must be from two different disciplines.

ART 1100 Introduction to Visual Art (H)

ART 2100 History of Women Artists (H)

ART 2910 Art History I: Prehistoric to Rococo (H)

ART 3910 Art History II: Revolutionary Neoclassical, Modern and Contemporary Art (H)

ECM 2110 Comparative Literature (H)
 ECM 2129 World Drama (H)
 ECM 2130 Science Fiction & Fantasy (H)
 ECM 2140 Mythology (H)
 ECM 2180 Young Adult Literature (H)
 ECM 2190 Literary Perspectives (H)
 ECM 3100 Foreign Literature in Translation
 ECM 3519 African-American Writers (H)
 ECM 3529 Women Writers (H)
 ECM 3539 Southern Writers (H)
 ECM 3540 Postcolonial and Immigrant Literature (H)
 ECM 3559 Gender and Sexuality in Literature (H)
 GER 3100 The Fairy Tale
 MUS 1100 Music Appreciation (H)
 MUS 2080 Jazz Appreciation (H)
 MUS 3530 Fine Arts: Traditional and Contemporary Perspectives
 SPA 2306 Spanish-Language Literature in Translation (H)
 SPA 4340 Spanish and Spanish-American Theatre (H)
 THE 2000 Introduction to the Theatre (H)
 THE 3010 American Musical Theatre History and Literature
 THE 3110 Theatre History Survey (H)
 THE 3530 Fine Arts: Traditional and Contemporary Perspectives

Quantitative/Analytical

Students must complete two courses or their transferred equivalents from the list below; one course must be a Mathematics course, and the other course must be a lab science course.

BIO 1100 General Biology and Laboratory
 BIO 1110 General Biology 2 and Laboratory
 BIO 1300 Introduction to Animal Biology and Laboratory
 BIO 3450 Environmental Science and Laboratory
 CHM 1100 General Chemistry I
 MAT 1010 Ideas in Mathematics
 MAT 1030 Mathematics of Finance
 MAT 1050 Functions and Their Applications
 MAT 2020 Operations Research
 MAT 2060 Calculus I
 MAT 2160 Linear Algebra
 MAT 2360 Statistics
 OBA 3160 Environmental Science and Laboratory
 URE 3450 Environmental Science and Laboratory

Full time students must complete the Mathematics course within the first three semesters of enrollment; part-time students must complete the Mathematics course within the first four semesters of enrollment. Students who have not completed the Mathematics requirement within the specified time must obtain permission from the Dean of the Faculty to enroll at the College for a subsequent semester.

Religious/Ethical

Students must complete two courses or their transferred equivalents from the lists

below; one course must be from the list of religion, philosophy and theology courses, and one course must be from the list of ethics courses.

One course from this list of religion, philosophy and theology courses (recommended for students' first year):

REP 1000 Introduction to the Old Testament (H)
 REP 1010 Introduction to the New Testament (H)
 REP 1100 Introduction to Christian Theology (H)
 REP 1200 The Story of Christianity (H)
 REP 1300 Introduction to Philosophy (H)
 REP 1500 World Religions (H)

One course in ethics from this list of ethics courses (recommended for students' second or third year):

REP 1600 Introduction to Ethics (H)
 REP 1610 Theological Ethics (H)
 REP 1620 Scripture and Ethics (H)
 REP 1630 Ethics in Economic Life (H)
 REP 1640 Comparative Religious Ethics (H)
 REP 3640 Virtue in Perspective (H)

Societies and Structures

Students must complete two courses or their transferred equivalents from the list below; one course must be a History course, and the other course must be a non-History course.

ECO 1050 Principles of Economics
 ECO 3250 Current Economic Issues
 HIS 1150 Western Civilization I (to 1500) (H)
 HIS 1160 Western Civilization II (H)
 HIS 1210 Colonial and Revolutionary America (H)
 HIS 1220 Nineteenth Century America (H)
 HIS 1230 Modern America (H)
 HIS 1240 Contemporary America (H)
 HIS 2100 History of Education (H)
 HIS 2130 African American History (H)
 HIS 2139 American Women's History (H)
 HON 2110 Understanding the World (H)
 HON 2120 The Collapse of Sensibility
 POL 1100 American Government
 POL 2110 International Relations
 PSY 1100 General Psychology
 SOC 1010 Sociological Imagination
 SOC 2010 Cultural Geography
 SOC 2207 Cultural Anthropology

Greensboro College Seminar Requirement

Traditional students pursuing the B.A., B.M.E., and B.S. degrees are required to successfully complete Greensboro College Seminar (GCS) 1100. Students who

transfer in at least 28 credit hours upon initial enrollment, students who have transfer credit for GCS 1100, and adult students are exempt from this requirement. Students must enroll in GCS 1100 in their first semester at Greensboro College. Students who do not earn a passing grade in GCS 1100 must repeat it at their earliest opportunity.

Disciplinary Requirements for the Bachelor of Arts, Bachelor of Science, and Bachelor of Music Education Degrees

To receive a B.A., B.S., or B.M.E. degree, a student must successfully complete two courses, or their transferred equivalents, at the 2000 level or higher in disciplines specified by the major discipline. The course prefixes allowed for these requirements in each major are listed in the descriptions of these programs in the section of this *Catalog* entitled Curriculum.

Courses Satisfying Multiple Requirements

A single course may satisfy general education requirements; requirements for the Bachelor of Arts, Bachelor of Music Education, or Bachelor of Science degree; and major or minor requirements simultaneously. While a course satisfies more than one requirement, the student will be awarded credit hours for the course only once.

Majors and Minors

Majors

Degree-seeking students should select or confirm a major by the end of the sophomore year. Any changes to a student's major(s), minors, and/or any concentration(s) must be initiated by a change of major/minor form, completed by the student, available in the Registrar's Office. A major consists of a minimum of 32 required semester hours and a maximum of 48 required semester hours (unless otherwise specified) exclusive of required related courses. Consult the section of this *Catalog* entitled Required Related Courses for details. Students may earn more than the required 48 hours in the major, not to exceed 50% of the total hours for their degree. Students who exceed 50% of total hours in the degree with major courses must compensate by taking additional non-major hours, thereby keeping the ratio of major hour to total degree at 50% or less. This ensures a liberal arts education balanced by general education courses, major courses and electives. At least 12 hours in the major must be completed at Greensboro College.

Listed below are the majors and undergraduate degrees that may be pursued in each in parentheses. Students may file a Petition for Exception to Academic Policy to pursue a B.A. or B.S. degree in a major that does not offer that degree. Such a petition must be approved by all the faculty in the discipline and the appropriate School Dean. See the particular section about each major in the Curriculum section of this *Catalog* for specific major requirements.

Accounting (B.S.)
*Art (B.A., B.S.)
+ Athletic Training (B.S.)
Biology (B.S.)

Biology/Allied Health (B.S.)
 Birth through Kindergarten Education (B.A., B.S.)
 Business Administration (B.B.A.)
 Business Administration and Economics (B.S.)
 Chemistry (B.S.)
 Criminal Justice (B.A., B.S.)
 Elementary Education K-6 (B.A., B.S.)
 *English (B.A.)
 English and Communication Studies (B.A.)
 Exercise and Sport Studies (B.A., B.S.)
 Health/Physical Education (B.S.)
 Health Sciences (B.S.)
 History (B.A.)
 History with Social Studies Licensure (B.A.)
 History and Political Science (B.A.)
 History and Religion (B.A.)
 Human Development and Family Science (B.A., B.S.)
 Liberal Studies (B.A., B.S.)
 Mathematics (B.S.)
 Mathematics Education (B.S.)
 Middle Grades Education 6-9: Language Arts/Social Studies (B.A.),
 Mathematics/Science (B.S.)
 Music (B.A., B.S.)
 Music Education (B.M.E.)
 Political Science (B.A., B.S.)
 Psychology (B.A., B.S.)
 Religion (B.A.)
 Secondary Comprehensive Science Education (B.S.)
 Sociology (B.A., B.S.)
 Special Education (General and Adapted) (B.A., B.S.)
 *Theatre (B.A., B.S.)
 Urban Ecology (B.S.)

* Teacher licensure programs are available in these majors.

+ Effective Fall 2016, new majors are not being accepted in athletic training.

Minors

A candidate for the B.A., B.B.A., B.M.E., or B.S. degree may select a minor. A minor is optional and not required for graduation. Minors are available in most areas that offer major fields of concentration, as well as in biblical studies, child and family studies, Christian ethics, communication, creative writing, criminal justice, dance, education, health, legal administration, ministry, philosophy, and Spanish. Students who complete the George Center for Honors Studies curriculum will earn a minor in humanities.

A minor consists of not less than 16 semester hours, with completion of at least 8 of those hours at Greensboro College. At least 12 of the hours must include courses not counting toward, or cross-listed with, the major. For a listing of specific requirements for each minor field of concentration, consult the section of this *Catalog* entitled Curriculum.

Other Degree Requirements

Competency in Written English for Degree-Seeking Students

All students graduating from Greensboro College must demonstrate competency in written English. Competency may be demonstrated in any of the following three ways, with the condition that no complaint against a student for lack of competency be allowed after the beginning of the last semester before graduation:

1. A grade of C- or better in ECM 1100 and successful completion of ECM 1120 at Greensboro College. For students in the George Center for Honors Studies Program, HON 1110 and HON 1120 with grades of C- or better in each course will substitute for the ECM 1100 and ECM 1120, respectively.
2. A maximum of eight hours credit through CLEP may be accepted for general education credit in composition courses (ECM 1100 and ECM 1120). Students who take CLEP and provide official documentation of passing scores *within their first two semesters* at Greensboro College will be awarded up to eight credit hours in composition courses (ECM 1100 or 1120). After two semesters, however, students seeking CLEP credit for composition courses must consult with the Chair of the Department of English, Communication and Media Studies **before** taking the test; additionally, no credit will be awarded without formal approval from the Chair of ECM. Students pursuing undergraduate degrees are expected to complete the writing requirement within four semesters of enrolling, as explained below.
3. A score of 4 or 5 on the English Advanced Placement exam. (A score of 4 or 5 on the English Advanced Placement exam results in credit for ECM 1100 and 1120.)

All students who have not completed their general education requirements in English are strongly encouraged to enroll in the appropriate classes at the earliest possible time and to continue in sequence until these requirements are fulfilled.

Full-time students who have not completed their general education requirements in English within three semesters must have permission from the Senior Vice President and Chief Academic Officer to enroll at the College for their fourth semester. Part-time students who have not completed their requirements in English within four semesters must have permission from the Senior Vice President and Chief Academic Officer to enroll at the College for their fifth semester.

Consult the section of this *Catalog* entitled Placement in English, Foreign Language, and Mathematics for a complete discussion of the procedure for placing students into English classes.

Mathematics Requirement for Degree-Seeking Students

Full-time students who have not completed their general education requirement in mathematics within three semesters must have permission from the Senior Vice President and Chief Academic Officer to enroll at the College for a fourth semester.

Part-time students who have not completed their general education requirement in mathematics within four semesters must have permission from the Senior Vice President and Chief Academic Officer to enroll at the College for a fifth semester.

Second Degree Requirements

A person who holds a bachelor's degree from another institution may earn a second bachelor's degree from Greensboro College if the following conditions are met:

1. the first-earned bachelor's degree is from a regionally accredited college or university; otherwise, the credits to be transferred or applied to the second degree must be validated by established Greensboro College policies and procedures;
2. a minimum of 31 semester hours is taken at Greensboro College;
3. the student fulfills the requirements for a Greensboro College B.A., B.B.A., B.C.J.A, B.M.E., or B.S. degree, including both the general education requirements and the specific degree requirements;
4. the student fulfills the requirements for an academic major offered at Greensboro College;
5. at least 12 hours in the major are completed at Greensboro College (8 hours are allowed for Allied Health majors); and
6. the student achieves a 2.0 cumulative grade point average for all courses taken at Greensboro College and for all courses taken in the major.

A person who holds a bachelor's degree from Greensboro College may earn a second bachelor's degree from the College if the following conditions are met:

1. a minimum of 31 new semester hours that were not applicable to the student's first degree must be taken at Greensboro College;
2. the student fulfills the requirements for a B.A., B.B.A., B.M.E., or B.S. degree, including both the general education requirements and the specific degree requirements that are in effect at the time of admission for the second degree;
3. the student fulfills the requirements for an academic major offered at Greensboro College; and
4. at least 12 hours in the major are completed at Greensboro College (8 hours are allowed for Allied Health majors); and
5. the student achieves a 2.0 cumulative grade point average for all courses taken at Greensboro College following admission for the second degree and also for all courses taken at Greensboro College that the student uses to fulfill the requirements of an academic major, regardless of when the

courses were taken.

Participation in Commencement Ceremonies

Students must submit a Graduation Application to the Registrar's Office prior to their intended graduation. Deadlines for submission are stated on the Graduation Application form, which may be found in the Registrar's Office.

Commencement ceremonies are held in May each year after the spring semester. The ceremonies signify the culmination of the academic year and are held in a traditional and dignified way to honor the graduates. Students are invited to participate in the ceremonies following completion of all degree requirements. Students who finish requirements in August or December participate in the May Commencement ceremonies following degree completion.

Official graduation dates are listed on students' transcripts and diplomas. The official graduation dates are listed below.

May graduation: the date of the Commencement Ceremony

August graduation: August 15

December graduation: December 31

Undergraduate students who intend to graduate and have outstanding requirements that have not been met by the dates listed above are allowed a one-month grace period to resolve those requirements (one month from the Commencement date for May graduation, September 15 for August graduation, and January 31 for December graduation). If all requirements are met within the grace period, students will be included in that particular graduation class. If not, students' official graduation date will be determined by the date when all requirements are satisfied.

In order to graduate from Greensboro College and to be eligible to participate in Commencement, students must complete all degree requirements (see [Undergraduate Degree Requirements](#)). In addition to the academic requirements, all financial obligations to the College must be met.

Exceptions are made for students who are enrolled in the radiologic technology or medical technology clinical program. Those students may participate in the May Commencement ceremonies proceeding the summer when they will finish their clinical program.

Additionally, students who are enrolled at Greensboro College during a spring semester, and lack 8 credit hours or less for graduation at the end of that spring semester may be approved to participate in Commencement ceremonies if the following conditions are met:

- Students have notified the Registrar of their intent to participate by April 1.
- Students are registered for the 1-8 hours needed to complete their degrees by April 15 in the summer session immediately Commencement.

Students who do not follow each of these steps will not be allowed to participate.

Students who are allowed to participate in the May Commencement preceding completion of their requirements may not participate again in the May Commencement of the following year.

Diplomas

Each student's name will be printed on his/her diploma as the student requests on the Graduation Application. In the absence of a Graduation Application, the student's full name will be printed on the diploma as it is recorded in the College data system by the Registrar's Office. The degree being awarded is printed on the diploma; major(s), minor(s), and concentration(s) are not listed on the diploma.

Students will receive their diplomas after verification of successful completion of all academic degree requirements and financial obligations to the College. Students who graduate in May will receive their diplomas during the Commencement ceremony. Students who do not participate in the Commencement ceremony, and those who graduate in August or December, will be mailed their diplomas and should indicate the addresses for mailing on their Graduation Applications. Students who need to have diplomas mailed to addresses outside the United States are responsible for mailing costs. Students may pick up their diplomas in person as well by contacting the Registrar's Office.

Non-Degree Academic Programs

Teacher Licensure-Only Program

The Teacher Licensure-Only Programs are designed for students who already hold a degree from an accredited institution and who wish to seek teacher licensure. Initial licensure is offered in the following areas: birth through kindergarten (B-K), elementary education (K-6); middle grades (6-9); and secondary (9-12) education in comprehensive science, English, mathematics and social studies; special education (K-12) in general curriculum and adapted curriculum; art education (K-12); music education (K-12); health/physical education (K-12); and theatre education (K-12). The courses required for licensure in each of these areas are the same as those listed in the disciplinary sections of this *Catalog* (major courses, professional studies courses, and required related courses). Please see those disciplinary sections for details. All areas offered by the College are designed to fulfill the requirements for initial licensure in the state of North Carolina and are **generally** reciprocal with many other states.

For students holding degrees from accredited institutions, admission into the Teacher Education Program requires a thorough review of previous coursework. During the evaluation process, particular attention is directed toward professional and specialty areas. For students whose previous work is 10 or more years old, this review process may result in updating and repeating of professional and specialty courses identified by the advisor in consultation with appropriate faculty in the discipline. The Course Equivalency Subcommittee will act on recommendations which will then be submitted to the Teacher Education Committee for information.

All students, including licensure-only, lateral entry and provisional licensure students, should seek admission to the Teacher Education Program prior to entry into 3000-level professional courses. Entering licensure-only students should contact immediately their assigned education advisor to assist in this process.

Decisions made by the North Carolina DPI or the State Board of Education regarding policies, requirements for teacher licensure candidates, and all other matters related to teacher education, and the timing of when they must be implemented, supersede those made by Greensboro College. Students should be aware that such changes may occur during their enrollment.

Piedmont Alternative Licensure Program (PAL)

The Piedmont Alternative Licensure (PAL) Program provides the professional education sequence necessary for teacher licensure for lateral entry candidates. The PAL program is based upon three essential ideas about teaching and learning: 1) a commitment to providing qualified, enthusiastic, confident, and dedicated teachers for K-12 in North Carolina's classrooms; 2) a recognition of life experiences of adults who seek to become teachers; and 3) the belief that the teaching profession rests upon specialized knowledge and these skills require instruction, guidance, reflection, and practice in order to be adequately developed. PAL students complete a sequence of courses that focuses on various aspects of classroom instruction and learning. Licensures are available in birth through kindergarten education; elementary education; middle grades (6-9) language arts, mathematics, science, and social studies; secondary (9-12) comprehensive science, English, mathematics, and social studies; and K-12 programs in art, music, health/physical education, special education general curriculum and adapted curriculum, and theatre.

To be eligible for the PAL Program, a candidate must:

1. be employed as a school teacher in a North Carolina public or SACS accredited institution.
2. have earned a bachelor's degree from an accredited college or university and have completed a major or concentration in an area that matches employment or intended employment.
3. have at least a cumulative 2.50 grade point average in their undergraduate degree, or have met NCDPI lateral entry or emergency permit employment requirements.
4. have taken and satisfied the Core Academic Skills for Educators in reading, writing, and mathematics if required for lateral entry or emergency permit employment.
5. Although currently employed lateral entry teachers will receive priority for acceptance into PAL, non-teaching candidates may apply to the PAL Program if they have a cumulative 2.50 grade point average in their undergraduate degree. They will be required to take other professional studies courses in addition to the PAL Program if they are not employed within a year of completing the summer PAL courses and intend to student teach, after finishing all PAL and prescribed content coursework.

The PAL course requirements for each licensure area are listed below. For complete course descriptions, see the section of this *Catalog* entitled Course Descriptions.

Birth through Kindergarten

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4500 (3) PAL 4600 (3) PAL 4700 (3) PAL 4800 (3) PAL 4900 (3) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) BKE 3731 (1) BKE 3740 (3) BKE 3741 (1)	EDU 4930 (2) EDU 4940 (10)

Elementary Education

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as a lead teacher) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	EDU 2100 (2) EDU 2101 (1) ELE 3710 (4) ELE 3760 (4) ELE 3755 (4) ELE 3780 (3) ELE 3781 (1) ELE 3790 (3) ELE 3791 (1) HIS 2700 (4) or HIS 3250 (4) PHE 3770 (3) PHE 3771 (1) SPE 3355 (4)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)

Middle Grades Language Arts (6-9)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) ECM 2110 (4) or ECM 3010 (4) or ECM 3020 (4) or	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)

PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	ECM 3030 (4) or ECM 3040 (4) ECM 2400 (4) or ECM 2440 or ECM 2450 (4)EDU ECM 4300 (4) ECM 4301 (1) (if not employed as lead teacher) MGE 3740 (3) MGE 3741 (1) PAL 4970 (2)	
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Middle Grades Mathematics (6-9)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) MAT 2050 (4) MAT 2060 (4) or MAT 2070 (4) MAT 2160 (4) or MAT 3410 (4) MAT 2360 (4) MAT 3020 (4) MAT 3021 (1) (if not employed as lead teacher) MGE 3730 (3) MGE 3731 (1) PAL 4970 (2)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)

Middle Grades Science (6-9)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) BIO 1300 (4) or BIO 1350 (4) BIO 2300 (4) or BIO 2400 (4) or BIO 3200 (4) or BIO 3670 (4) SCI 1100 (4) SCI 1150 (4) SCI 3001 (1) (if not employed as lead teacher) PHY 1100 (4) or PHY 1200 (4) or CHM 1100-3210 (4) MGE 3710 (3)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)

	MGE 3711 (1) PAL 4970 (2)	
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Middle Grades Social Studies (6-9)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) HIS 1150 (4) or HIS 1160 (4) HIS 2700 (4) or HIS 3250 (4) HIS 3001 (1) (if not employed as lead teacher) POL 1100 (4) or POL 2120 (4) POL 3420 (4) SOC 2010 (4) or SOC 2207 (4) MGE 3720 (3) MGE 3721 (1) PAL 4970 (2)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)

Secondary Comprehensive Science Education (9-12)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) BIO 1300 (4) or BIO 1350 (4) CHM 1100 (4) or CHM 1200 (4) PHY 1100 (4) or PHY 1200 (4) Any Biology, Chemistry or Physics not listed above (4) SCI 1100 (4) SCI 3001 (1) (if not employed as lead teacher) SCI 3700 (3) SCI 3701 (1)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)

Secondary English (9-12)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)

<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) ECM 3030 (4) or ECM 3040 (4) ECM 3010 (4) or ECM 3020 (4) ECM 2110 (4) or ECM 2129 (4) ECM 2400 (4) or ECM 2440 (4) or ECM 2450 (4) ECM 4300 (4)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)
<i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	ECM 4301 (1) (if not employed as a lead teacher) ECM 3700 (3) ECM 3701 (1)	

Secondary Mathematics (9-12)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) MAT 2050 (4) or MAT 3030 (4) MAT 2060 (4) or MAT 2070 (4) MAT 2160 (4) MAT 2360 (4) MAT 3020 (4) MAT 3021 (1) (if not employed as lead teacher)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)
<i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	MAT 3410 (4) MAT 3700 (3) MAT 3701 (1)	

Secondary Social Studies Education (9-12)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) ECO 1050 (4) or ECO 3250 (4) HIS 1150 (4) or HIS 1160 (4) HIS 1210 (4) or HIS 1220 (4) POL 1100 (4) or POL 2120 (4) POL 3420 (4) SOC 2010 (4) or SOC 2207 (4)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)
<i>Practicum</i> PAL 4935 (2)	HIS 3001 (1) (if not employed as a lead teacher)	

PAL 4980 (2)	HIS 3700 (3) HIS 3701 (1)	
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Art (K-12)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) ART 1100 (4) One of ART 1110 (4), ART 2110 (2), ART 2202 (4), or ART 2302 (4) ART 1502 (4) or ART 2502 (4) ART 1403 (4) or ART 2403 (2) ART 2610 (4) or ART 2802 (4) ART 2910 (4) or ART 3910 (4) ART 3001 (1) (if not employed as lead teacher) ART 3700 (3) ART 3701 (1)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)

Health and Physical Education (K-12)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) HLT 2260 (4) or KIN 3350/KIN 3355 (4) HLT 2270 (4) HLT 3720 (4) HLT 3721 (1) (if not employed as a lead teacher) KIN 1100 (4) or HLT 3250 KIN 2300 (4) KIN 2350 (4) PHE 2001-2005 (1) PHE 3710 (3) or PHE 3730 (3) PHE 3711 (1) or PHE 3731 (1)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)

Music Education (K-12)*

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) MUS 1010 (2) or MUS 1020 (2) MUS 1100 (4) or MUS 2090 (2) or MUS 3110 (3) or MUS 3120 (3) MUS 3730 (3) or MUS 4030(2) MUS 1150 (1) or MUS 1160 (1) or MUS 2150 (1) or MUS 2160 (1) (minimum required total of 2 semester hours) MUS 3040 (3) or MUS 3220 (2) MUS 1601-1618 (1) (minimum required total of 2 semester hours) MUS 1030 (1) or MUS 1040 (1) or MUS 2030 (1) or MUS 2040 (1) or MUS 2360 (1) or MUS 4350 (2) (minimum required total of 2 semester hours) MUS 2370 (1) or MUS 2380 (1) or MUS 2390 (1) or MUS 2400 (1) (minimum required total of 2 semester hours) MUS 3760 (3) (if not employed as lead teacher) MUS 3761 (1) (if not employed as lead teacher) MUS 3780 (3) MUS 3781 (1)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)

* PAL music candidates must audition in sight singing, pitch, and voice/instrument.

Special Education General Curriculum (K-12)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3)	EDU 2100 (2) EDU 2101 (1) ELE 3790 (3) SPE 2800 (3) SPE 2801 (1)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)

PAL 4400 (3) PAL 4440 (1) (if not employed as a lead teacher) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	SPE 3355 (4) SPE 3750 (4) SPE 3770 (3) SPE 3775 (3) SPE 3776 (1) SPE 3791 (1)	
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Special Education Adapted Curriculum (K-12)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 3000 (3) PAL 3100 (3) PAL 3200 (3) PAL 3300 (3) PAL 3400 (3) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) SPE 3002 (1) (if not employed as lead teacher) SPE 3770 (3) SPE 3771 (1)	SPE 2800 (3) EDU 4930 (2) EDU 4940 (10)

Theatre Education (K-12)

PAL Program	Content Courses and required Professional Studies Courses	Professional Studies and Student Teaching (if not employed as lead teacher)
<i>Summer Core</i> PAL 4000 (3) PAL 4100 (3) PAL 4200 (3) PAL 4300 (3) PAL 4400 (3) PAL 4440 (1) (if not employed as lead teacher) <i>Practicum</i> PAL 4935 (2) PAL 4980 (2)	EDU 2100 (2) EDU 2101 (1) (if not employed as lead teacher) THE 3000 (3) THE 3001 (1) (if not employed as lead teacher) THE 2000 (4) or THE 3010 (4) or THE 3110 (4) or ECM 2129 (4) THE 2110 (2) THE 1150 (3) or THE 2050 (4) THE 2160 (3) THE 1030 (3) or THE 1120 (3) or THE 1130 (3) or THE 2140 (3) THE 2170 (3) or THE 3170 THE 3770 (3) THE 3771 (1)	EDU 3100 (4) EDU 4930 (2) EDU 4940 (10)

All PAL students are required to complete EDU 2100, 21st Century Schools I (2).

Students not employed as lead teachers will also be required to complete EDU 2101, Field Component for 21st Century Schools I (1).

For more information about the PAL Program, contact the Director of Teacher Education.

Decisions made by the North Carolina DPI or the State Board of Education regarding policies, requirements for teacher licensure candidates, and all other matters related to teacher education, and the timing of when they must be implemented, supersede those made by Greensboro College. Students should be aware that such changes may occur during their enrollment.

Certificate of Study Program

The Certificate of Study Program is designed for the adult, non-degree seeking student learner, or for the student who has already completed undergraduate studies in one area but wants to develop other areas of expertise. A Certificate of Study is available in most major fields of concentration and in all areas offering minor fields of concentration.

Students must complete at least 20 semester hours for a Certificate of Study, with completion of at least eight of those hours at Greensboro College. Students must provide all official academic transcripts as previous college coursework will be considered when the Certificate of Study program is designed. An overall C average must be obtained in this program. Students who seek a Certificate of Study are not eligible for federal, state, or institutional financial aid, including VA or Vocational Rehabilitation benefits. A Certificate of Study is awarded upon completion of the program to show significant educational accomplishment within a given discipline outside of a degree program.

Other Academic Programs and Courses

Bachelor of Science in Nursing and Registered Nurse Licensure Collaboration*

Greensboro College and the School of Nursing at North Carolina A&T State University (in Greensboro, NC and approximately 3 miles from the Greensboro College campus) have formed a collaboration to offer qualified students a pathway to gain the Bachelor of Science in Nursing (BSN) degree and Registered Nurse (RN) licensure through a one-year accelerated, but not abbreviated, course of study.

The Accelerated Bachelor of Science in Nursing (ABSBN) program is designed for second degree students who are high achievers and desire a career as professional registered nurses. The ABSBN curriculum is delivered in block format over twelve months beginning in January of every year. The course work is intensive and rigorous. This pathway to gain the RN and BSN is designed for full-time study and may include required weekend and evening activities. It is expected that students do not work during this year of study. The ABSBN program provides the necessary coursework and clinical experiences for successful outcomes on the NCLEX-RN examination, the licensing exam for registered nurses.

Admission to this program is very competitive and contingent on the academic record of the student. The minimum admission criteria include the following:

- a bachelor's degree with a cumulative grade point average of 3.0 or higher,
- completion of all pre-requisite courses with grades of "C" or better,
- the completion of a screening interview with the Director of the pre-Nursing program at Greensboro College,
- results of the Test of Essential Academic Skills (TEAS) at or above the national mean,
- an interview with the NC A&T State University faculty and administrators demonstrating excellent oral communication skills,
- the submission of an essay demonstrating excellent written communication skills, and
- Certified Nursing Assistant 1 (CNA1) listing with the North Carolina Aide Registry (see www.ncbon.org).

Students must undergo additional requirements in preparation for their clinical experiences. These requirements include passing a criminal background check and a drug screen.

Students with any undergraduate major may apply to this program. However, in addition to the admission requirements listed above, students must have completed the following courses in order to be eligible to apply to the ABNS program.

Pre-Requisite Courses¹

BIO 2300 Human Anatomy and Physiology I and Laboratory

BIO 2300 is taken at Greensboro College and has pre-requisites of successful completion of BIO 1100 General Biology I and Laboratory or BIO 1300 Introduction to Animal Biology and Laboratory, or BIO 1110 General Biology II and Laboratory, or BIO 1350 Introduction to Plants and Ecosystems and Laboratory.

BIO 3690 Microbiology and Laboratory

BIO 3690 is taken at Greensboro College and has pre-requisites of successful completion of BIO 1100 General Biology I and Laboratory, and BIO 1110 General Biology II and Laboratory, or BIO 1300 Introduction to Animal Biology and Laboratory, and BIO 1350 Introduction to Plants and Ecosystems and Laboratory, CHM 1100 General Chemistry I and Laboratory, and CHM 1200 General Chemistry II and Laboratory

CHM 1100 General Chemistry I and Laboratory

CHM 1100 is taken at Greensboro College and has a pre-requisite of a grade of C- or better in MAT 1050 Functions and Their Applications, or a satisfactory score on the Greensboro College mathematics placement exam, or permission of the instructor.

CHM 1200 General Chemistry II and Laboratory

CHM 1200 is taken at Greensboro College and has pre-requisites of a grade of C- or better in CHM 1100.

FCS 260 Introduction to Human Development

FCS 260 is taken at NC A&T State University through the Greater Greensboro Consortium.

FCS 357 Introduction to Human Nutrition

FCS 357 is taken at NC A&T State University through the Greater Greensboro Consortium.

NURS 415 Health Care in a Global Society

NURS 415 is taken at NC A&T State University through the Greater Greensboro Consortium.

PSY 1100 General Psychology

PSY 1100 General Psychology is taken at Greensboro College.

MAT 2360 Statistics

MAT 2360 Statistics is taken at Greensboro College and has a pre-requisite of MAT 1050 Functions and Their Applications with a grade of C- or higher, placement by the Mathematics department, or a satisfactory score on the Greensboro College mathematics placement test.

¹ These courses cannot be more than five years old at the time of application to the ABSN program at North Carolina A&T State University. Students need to complete all of the pre-requisites with a grade of C or better. Any of these courses may be transferred in to Greensboro College for credit as long as they were taken at a regionally accredited college or university. Greensboro College accepts appropriate transfer courses for credit as long as students receive a grade of C- or better in the course. Since the requirements for admission into the ABSN program necessitate students to have had earned a C or better, then students intending to apply for the ABSN program at NC A&T State University should complete all transfer work with a grade of C or better.

Prospective students in the ABSN program should make their academic advisors aware of their intentions as soon as possible. Prospective students are required to submit an application package by June 30th prior to their intended January start. Applications are reviewed by the School of Nursing Admissions Committee at NC A&T State University. If accepted into the ABSN program, applicants must apply for admission to NC A&T State University for spring semester enrollment. All applications are pre-screened for University requirements. Tuition, fees, and all costs associated with this program are set by NC A&T State University.

Students accepted into the ABSN program complete courses as a cohort group. The curriculum of the program follows.

Spring Semester

NURS 320 Health Assessment

NURS 325 Foundations of Professional Nursing

NURS 335 Pharmacology in Nursing

NURS 356 Adult Health

NURS 358 Pathophysiology

NURS 366 Contemporary Issues in Nursing

Summer Session I

NURS 361 Nursing Research for Evidence-Based Practice

NURS 413 Psychiatric Mental Health Nursing

NURS 419 Nursing Care of the Childbearing Family and Women's Health

Summer Session II

NURS 421 Nursing Care of the Childbearing Family and Child and Adolescent Health

NURS 464 Leadership and Management

NURS 467 Nursing Informatics: Application of Patient Care Technology

Fall Semester

NURS 365 Collaborative Interprofessional Practice

NURS 424 Advanced Adult Health

NURS 458 Bridge to Professional Practice

NURS 462 Community Health Nursing

NURS 466 Transition to Professional Nursing Practice

Successful completion of all courses earns students the degree Bachelor of Science in Nursing (BSN). Successful completion of the NCLEX-RN test earns students Registered Nurse (RN) licensure.

The School of Nursing at North Carolina A&T State University was founded in 1953. The Nursing School prepares students to enter the nursing profession with the skills and knowledge necessary for high quality, patient-centered care. Their mission is to improve the health of individuals and communities through leadership, research, education, and service. For general information about the application process, program, and costs, contact North Carolina A&T State University, School of Nursing, Office of Student Services, Noble Hall, Suite 109, 336.334.7750. Information sessions are held in the fall and spring semesters. Visit the NC A&T State University School of Nursing website for more information:
<http://www.ncat.edu/academics/schools-colleges1/son/index.html>.

* The final establishment of this program is contingent on faculty and administrative approval.

Consortia

Greensboro College participates in two consortia with neighboring colleges and universities. The Greater Greensboro Consortium includes both private and public institutions of higher learning: Bennett College, Elon University, Greensboro College, Guilford College, Guilford Technical Community College, High Point University, North Carolina A&T State University and the University of North Carolina at Greensboro. Students enrolled in any of these institutions may take courses during the fall and spring semesters at any of the other schools for full credit and without additional charges unless the courses carry special fees. They will be billed by their home institution.

Consortium registration is allowed only for students who are degree-seeking and have maintained a 2.0 cumulative grade point average or higher. Students may only take courses that are offered in comparable fields, and they may not take more than half of their course load in a given semester through the Consortium. General education courses may not be taken through the Consortium without receiving

approval to do so. Students must major in a field that can be completed at Greensboro College. Directed studies, independent studies, and internships may not be taken through the Consortium. Students must follow the calendar, deadlines, holiday and exam schedules as well as all other policies in effect at the host institution for any course taken through the Consortium.

Courses taken through the Consortium in fall and spring semesters are not transfer credit, so the grades earned do calculate in the student's grade point average the same as if the course was taken at the home institution. At the end of each semester, the host institution sends official transcripts to the home institution for each student who participated in the Consortium, and the credits are added to the student's official record.

Students may enroll in courses that are part of the United States Air Force and Army Reserve Officers' Training Corps (ROTC) programs at North Carolina A&T State University by following normal consortium procedures. Students may receive up to, but no more than, 16 semester hours of credit applicable toward the 124 semester hours for courses in military science in the ROTC programs. Credit will be received for the lecture courses only and not for leadership labs. A student may register for the labs, but they will be listed as noncredit courses. Summer camps cannot be registered through the consortium because there is no consortium arrangement with A&T during the summer months. More details about the ROTC program are available in the Registrar's Office or from the Army ROTC Department in Campbell Hall at North Carolina A&T State University.

Registration at one of the member institutions during a fall or spring semester outside of the Consortium process is prohibited. Registration at any institution other than the seven institutions listed above during a fall or spring semester is also prohibited. (For related information, see the section entitled Dual Enrollment.) This policy includes online courses offered by other institutions. Students who wish to enroll at another institution during the summer when the Consortium is not in effect should submit a completed Prior Approval Form to the Greensboro College Registrar before taking courses elsewhere to ensure they will receive credit. (See the section entitled Prior Approval for Coursework at Other Institutions.)

All courses to be taken through the Consortium must be approved by the faculty advisor and the Registrar. Specific information regarding registration procedures is available at the Registrar's Office.

Greensboro College is also a member of NC-PALS, an academic library consortium that includes Bennett College, Greensboro College, Guilford College and Salem College.

Dual Enrollment

With the exception of the Greater Greensboro Consortium arrangement listed previously, students are not permitted to be enrolled at any other institution during a fall or spring semester when they are also enrolled at Greensboro College. This policy also pertains to online courses that are offered through other institutions. If unusual circumstances cause a situation where dual enrollment should be considered, the student may submit a "Petition for Exception to Academic Policy" to the

Registrar's Office. The petition must list the name of the specific institution, the name of the course, and the reason why such a request is necessary. The student's faculty advisor and the chief academic officer at the other institution must approve the request in order for it to be considered by the Senior Vice President and Chief Academic Officer at Greensboro College.

Students may not be degree-seeking at two institutions. Students who need to complete a degree at another institution while they are also enrolled at Greensboro College must first obtain permission for dual enrollment at both institutions. In such cases, students will be classified as non-degree seeking at Greensboro College and will not be eligible to receive financial aid, including VA or Vocational Rehabilitation benefits, or to participate in intercollegiate athletics until their classification is revised. Students who receive benefits from the VA or Vocational Rehabilitation must receive them from the institution where they are classified as degree-seeking. An official transcript showing completion of the degree at the other institution must be received before student will be reclassified at Greensboro College.

When the dual enrollment semester has ended, the student must request that an official transcript be sent to the Greensboro College's Registrar's Office. The official transcript must be received by the end of the following semester (not including summer terms), or the student will not be allowed to register for subsequent semesters. Students must make a C- or better in order to receive credit for the course. Students who enroll in courses at other institutions without following proper dual enrollment procedures as outlined will not receive credit for those courses.

Ethics Across the Curriculum

Greensboro College offers an academic minor in Philosophy and Ethics, and a campus-wide program, Ethics across the Curriculum. The goal of each is moral literacy: fluency with the languages and concepts of ethics and a grasp of their potential application to contemporary moral problems.

Ethics across the Curriculum provides opportunities for students and faculty to study and debate contemporary moral issues. The program brings insightful speakers to campus, organizes panel discussions and poster sessions on personal, social and political topics, provides forums for the discussion of moral problems related to the various academic disciplines, and promotes the inclusion of ethical reflection in classes throughout the college.

First-Year Composition Program

Greensboro College views writing as a way to explore, to learn, to create, and to communicate. Recognizing that good communication skills are essential, every discipline offers courses that call for extensive reading, writing, listening, and speaking.

First-year composition classes and other writing classes generally are taught in specially designed, computerized writing classrooms. A professional writing tutorial

service is provided at no charge for students, faculty, and staff who desire additional guidance or feedback about their communication skills.

For information on writing requirements, consult the section of this *Catalog* entitled Competency in Written English for Degree-Seeking Students.

The George Center for Honors Studies

The George Center for Honors Studies, the Honors Program at Greensboro College, is dedicated to attracting, supporting, and challenging intellectually curious and capable undergraduates through enhanced engagement in learning, research, and co-curricular experiences. The Honors Program is designed for students who have a high level of intellectual ability and motivation. Throughout their years at the College, honors students receive special curricular and co-curricular opportunities for intellectual development and participate in a wide variety of activities that stress interdisciplinary teaching, learning, and research in both the traditional liberal arts and professional programs. The Honors Program emphasizes close interaction with faculty through interdisciplinary and team-taught honors seminars and an in-depth senior project or thesis.

For traditional students, the College waives the usual overload charge for enrolling in more than 18 credit hours per semester. For adult students, the College waives the charge for HON 3700.

Admission

Entering first year students who have an SAT score of 1170 or higher (Math/Critical Reading) or an ACT score of 26 or higher and a high school grade point average of 3.65 or higher will be invited to interview for acceptance into the George Center for Honors Studies. Recipients of the James S. Barrett Scholarship must participate in the Honors Program. Other new students who are interested in participation can also contact the program director or the Admissions Office. Students interested in entering the George Center for Honors Studies after the first semester should have a grade point average of 3.25 or higher in more than 30 hours of college coursework or of 3.5 or higher in less than 30 hours of college course work. Interested students should contact the director for application procedures. All students who enter the program without the benefit of the First-Year Honors Sequence must demonstrate writing proficiency.

Retention

To remain in good standing in the program, honors students must maintain a cumulative grade point average of at least 3.0, or one that is commensurate with the type of scholarship awarded to the student, whichever is higher. Additionally, students must attend mandatory honors meetings if their scholarships require it. All honors students must make a C- or better in all honors courses. First-year students must complete the First-Year Honors Sequence; second-year students must complete the Second-Year Honors Sequence; and third-year students must complete HON 3010 and HON 3020; and fourth-year students must complete HON 4810 and HON 4820.

Honors students are expected to participate in extracurricular activities and are expected to conduct themselves in the spirit of the Honors Program, which is the pursuit of academic excellence. No honors work may be taken Pass/Fail.

Advanced Placement Credit

Courses designated as HON may not be exempted through AP credit. Credit will instead be awarded in the following manner.

AP English: First-year honors students presenting an AP English examination score of 4 or 5 will receive 4 hours of elective credit for a 2000-level literature course.

AP History: First-year honors students presenting appropriate AP examination scores will receive credit and exemption according to normal College policy (see Advanced Placement).

Requirements for Graduation from the George Center for Honors Studies

Students entering the program as first year students must successfully complete 24 hours of honors work consisting of the First-Year Honors Sequence (HON 1110 and 1120), the Second-Year Honors Sequence (HON 2110 and 2120), HON 3010, HON 3020, HON 4810, and HON 4820. Students must also make a C- or better in all honors courses, maintain the appropriate overall grade point average, present their research, and submit electronic and written copies of their final thesis. A Humanities minor is awarded to students who successfully complete all of the requirements described above.

Students who enter the program during their sophomore year must successfully complete 16 hours of honors work consisting of the Second-Year Honors Sequence (HON 2110 and 2120), HON 3010, HON 3020, HON 4810, and HON 4820.

Students who enter the program after their fourth semester must successfully complete HON 3010 and four Honors Contracts.

Transcripts and diplomas will show that a student has successfully completed the honors degree program with the designation Honors Scholar or Honors Associate. In addition, Honors Program graduates are recognized at commencement. Students in the Honors Program also may qualify for Academic Honors based upon their cumulative grade point average.

Honors Scholar

Students who successfully complete the 24-hour Honors Sequence including presentation and turning in the Honors Thesis earn a Humanities minor and the designation "Honors Scholar," which is reflected on the students' transcripts and diplomas. In addition, Honors Scholars are recognized at commencement.

Honors Associate

Students entering the George Center for Honors Studies in their junior year who successfully complete HON 3010, two Honors Contracts linked to 2000-level or

higher courses within the schools of their majors, and two Honors Contracts outside the schools of their majors earn the designation “Honors Associate,” which is reflected on the students’ transcripts and diplomas. In addition, Honors Associates are recognized at commencement.

Minor in Humanities

In addition, successful completion (grade of C- or better) of the 24-hour Honors sequence (HON 1110, HON 1120, HON 2110, HON 2120, HON 3010, HON 3020, HON 4810, HON 4820), presentation of thesis research, and turning in the final thesis constitutes a minor in Humanities.

Honors Thesis

During the final year of the program a student pursuing the designation “Honors Scholar” undertakes an independent and original project, under the supervision of a faculty advisor that culminates in the senior honors thesis. While the honors thesis itself will always be a traditional academic treatise -- that is, a formal and systematic written account of the project --the range of possible projects leading to the thesis is quite broad. Past projects include, for example, library and archival research, scientific and social scientific experiments, art exhibitions, and musical and dramatic performances. The George Center requires only that the project be appropriate to the student’s academic discipline and that it reflect an in-depth study of material. Previous theses are bound and available for review in the George Center for Honors Studies.

Should an honors student major in an academic discipline requiring its own senior project, the student would not be required to complete both the senior project in the major and the honors thesis. Instead the student would be expected to craft a single project in such a way as to satisfy both requirements. Such a project would be crafted in consultation with, and would require the formal approval of, the student’s faculty mentor, the appropriate academic department chair, and the Honors Committee.

Honors Contract

The Honors Contract is a one-credit-hour project executed by the student in conjunction with a course in which the student is enrolled. The primary purpose of the Honors Contract is to give students and faculty the opportunity to engage at a higher level with challenging academic material. Students and faculty work together to design an agreement that is tailored to the specifics of their interaction, the expected work, and the course. Although both faculty and student should benefit from the academic work done under the Honors Contract, the onus is on the student to develop a project or set of projects that enhances the student’s learning and research in the course.

Once the student and faculty have designed an appropriate project or set of projects, the agreement is formalized via contract. Contracts must explicitly detail the full extent of the quality and quantity of the work. Students must submit the completed Honors Contract Form to the Honors Committee for approval by the end of the third week of the semester. Students may choose to opt out of an Honors Contract without academic penalty at any point up to the deadline for a withdrawal with a W for a

class.

All work for Honors Contract credit must be completed during the semester in which the student has registered for the course. Fulfillment of the agreement is documented by a completion form, which should be submitted to the Honors Program director no later than one month after the end of the semester in which the contract was executed. Appropriate contracts vary by discipline, but all Honors Contracts should involve regular work or meetings beyond the regular course requirements and time. Meetings may be individual or with groups of students taking an honors contract in a single course.

Students register for the Honors Contract by registering for the section of HON 3700 Honors Contract that aligns with the course in which the student wishes to execute the contract. The Honors Contract is designated as an independent study course, credit is assigned in Honors, and HON 3700 is graded separately from the work in the course. Registration and financial policies are the same as for a regular Greensboro College course. Students must maintain a grade point average of 3.0 or higher in Honors Contracts in order to remain in good standing with the Honors Program.

Students pursuing the designation “Honors Associate” must complete four Honors Contracts. Two Honors Contracts must be linked to 2000-level or higher courses within the schools of their majors and two Honors Contracts linked to 2000-level or higher courses outside the schools of their majors.

Honors Courses

First-Year Honors Sequence: Ancient Mesopotamia to Early Modernity

In two team-taught interdisciplinary seminars, led by faculty in English; Religion, Ethics and Philosophy; and other areas, first-year honors students will explore life’s enduring questions by carefully examining classic works and their histories. Through intensive reading, writing, and discussion, students will investigate the historical, literary, philosophical, political, and religious ideas that have shaped humankind from the ancient world to the early modern period, from *The Epic of Gilgamesh*, an epic poem from ancient Mesopotamia, the Descartes’ *Meditations*, a founding work in modern philosophy.

HON 1110 The Basic Questions (4)

General Education: Composition course

Offered: Every fall semester

This course focuses on the historical, literary, philosophical, political, and religious foundations of the world from the earliest civilizations through the early Hellenistic Period. Students begin the basic discussions of life and death, good and evil, here and beyond.

HON 1120 Stories We Tell Ourselves (4)

General Education: Composition course

Offered: Every spring semester

This course builds on the first and focuses on the historical, literary, philosophical, political, and religious foundations of the world from the early Hellenistic Period to the Ming Dynasty in the seventeenth century. Expanding on the explorations of the basic questions in HON 1110, this course addresses who we are, what we do, and how we do it.

In order to enroll in either HON 1110 or HON 1120, a student must first be admitted to the Honors Program. Successful completion of HON 1110 with a grade of C- or

better satisfies the College's requirement for first composition course requirement in general education; successful completion of HON 1120 with a grade of C- or better satisfies the second composition course requirement in general education. Successful completion of both HON 1110 and HON 1120 will result in four hours of credit being awarded for the Religious/Ethical general education category requirement (the religion, philosophy, and theology grouping).

Second-Year Honors Sequence: The Mughal Empire to the Post-Modern World

These two team-taught interdisciplinary seminars, led by faculty in History, the Social Sciences, and other areas, build on the first-year Honors Sequence. Having explored the first several thousand years of examination of life's enduring questions from a variety of perspectives, second-year honors students will be in a position to engage critically more recent traditions and contemporary culture. Like the first-year sequence, the second-year sequence is text-based and reading-, writing-, and discussion-intensive.

HON 2110 Understanding the World (H) (4)

General Education: Societies and Structures course (History), Humanities course

Offered: Every fall semester

In this course, students will carefully examine the foundations of the modern world by close attention to the historical, literary, philosophical, political, religious, and scientific texts and ideas from the seventeenth century through the twentieth century. This course traces the Western philosophical traditions and the rise of method.

HON 2120 The Collapse of Sensibility (4)

General Education: Societies and Structures course

Offered: Every spring semester

During the twentieth century, the classical study of physics gave way to an evolving understanding of the "sensible" world as one created by our perceptions. Fundamental concepts such as space and time gave way to a new understanding of the universe as a very different proposition than our senses would have us believe. This course presents general readership texts dealing with such developments.

In order to enroll in either HON 2110 or HON 2120, a student must first be admitted to the Honors Program. Successful completion of HON 2110 satisfies the College's general education requirement the history course in the Societies and Structures category; successful completion of HON 2120 satisfies the non-HIS general education requirement for the Societies and Structures category.

HON 3010 Honors Research I (3)

Offered: Every fall semester

This seminar prepares students to write the Honors Thesis by exploring research models, methods, and skills. It is team-taught by faculty representing two different disciplines, and usually includes guest lectures from faculty with other disciplinary perspectives. Students will complete their thesis prospectuses, under the guidance of a faculty advisor, by the end of HON 3010 and will submit their prospectuses to the Honors Committee. HON 3010 is required of all third-year honors students.

HON 3020 Honors Research II (1)

Offered: Every spring semester

In this seminar, honors students will continue to research, revise, and edit their prospectuses. Once the prospectus is approved by the Honors Committee, students will begin working on their thesis project. A student's prospectus must be approved by the end of this course to continue in the George Center for Honors Studies. HON 3020 is required of all third-year honors students.

HON 3030 Contemporary Western Ideas (4)

Offered: Periodically based on student need

This course surveys the historical, literary, philosophical, religious, political, and social foundations of Western thought from the mid-twentieth century to the present. A seminar-style course designed to provide

a capstone experience in the study of the humanities, Contemporary Western Ideas consists of a range of readings, studies, and writing covering the contemporary world view. This course serves as an opportunity for students to reflect on their knowledge from the pursuit of the humanities, and to provide a meaningful synthesis of the humanistic insight derived from current Western thought.

HON 3510 Service Learning in Honors (4)

Prerequisites: Minimum 8 hours in Honors and permission of the director

Offered: Periodically based on student interest

This course is designed for Honors students who wish to undertake an upper-level service-learning experience in Honors. Collaborative Service Learning Projects will vary based upon faculty and student interest. All projects will include academic preparation, service experience, and intensive reflection.

HON 3700 Honors Contract (1)

Prerequisite: HON 3010

Offered: Periodically based on student interest

The Honors Contract is an independent contract linked to another of the student's courses. Students registering for HON 3700 work with their instructors to find a suitable project of interest to the student and deemed viable by the instructor. Contracts may be granted for either individual or group work. Course are designated by departments as being eligible for contracts, and sections of HON 3700 are linked to specific courses for a given semester or term. The Honors Committee must approve the student's contract before honors credit can be granted for this work.

HON 4810 Senior Honors Thesis I (3)

Prerequisite: Senior standing

Offered: Every Fall semester

The purpose of this three-hour independent study course is to carry out the senior project proposed in the student's prospectus (see HON 3010) and to write a complete rough draft of the thesis. The student will meet regularly with her or his advisor. In addition, the student will meet regularly with other students enrolled in HON 4810 and the Honors Director.

HON 4820 Senior Honors Thesis II (1)

Prerequisite: Senior standing

Offered: Every semester

The purpose of this one-hour independent study is to complete the thesis begun in HON 4810. The student will meet with his or her advisor to bring the rough draft document completed in HON 4810 to refinement and to make it similar to a thesis one would expect to find in a graduate program. The student will continue to meet regularly with both other students involved in HON 4820 and the Director of the George Center for Honors Studies. The student will present his or her thesis in a campus-wide forum during the latter part of the semester.

Greensboro College Seminar

Greensboro College Seminar (GCS) is a program designed to assist incoming students with their transition to Greensboro College. The program includes courses designed for first-year students, transfer students, and adult students. These courses are taught by faculty and staff who are trained in the needs of students in transition. Through this program, students learn about the challenges of college academic coursework and the resources available at Greensboro College to assist them as they begin academic programs.

Pre-Law

Greensboro College emphasizes a strong liberal arts curriculum as the best preparation for law school. A number of Greensboro College graduates have successfully completed the courses of study in law in various American Bar Association approved law schools. These students have majored in subjects as varied as business administration and economics, history, political science, psychology, religion, and sociology. Students in need of advice as to a program that will enhance

their opportunities for admission to law schools should consult the faculty pre-law advisor, Dr. Victor Archibong.

Regardless of the specific major, courses should be taken that emphasize critical thinking, extensive reading and writing assignments, and essay tests. It should be noted, however, that legal administration is a paraprofessional minor that is not primarily designed to prepare one for law school.

Study Abroad

A well-rounded educated person in the 21st Century must have the necessary skill sets to participate in the various facets of a globalized society, such as opportunities in international trade, business, technology, health, among others. One can obtain these vital skills from the study of and in other cultures. Through studies or internships abroad, students acquire cross-cultural awareness and communication skills, enhanced academic learning, new leadership skills, and transformative personal growth. For this reason, Greensboro College encourages students to take advantage of its wide array of study abroad or internship opportunities, both short- and long-term, in the country or region of their choice. Details about the individual programs, along with information on how to apply for them, are available from the Study Abroad Advisor. Students also should consult with a Greensboro College faculty member in the intended discipline of study about their study abroad plans.

Roehampton University in London, England

Greensboro College has an exchange program with Southlands College of Roehampton University in London. Participation is open to students of all majors who have earned at least 28 semester hours while enrolled at Greensboro College prior to the start of their participation in the exchange program. Preference will be given to those students who have earned a minimum cumulative grade point average of 2.75, and are in good academic, financial, and disciplinary standing.

Students may participate in the exchange program during the fall semester, the spring semester, or for an academic year. Total cost of the program is the same as the cost of the same term at Greensboro College for a traditional, residential student.

Application deadlines for Roehampton University:

For fall semester: Application materials submitted by March 15

For spring semester: Application materials submitted by October 1

Ludwigsburg University of Education

Greensboro College has an exchange agreement with Ludwigsburg University of Education (LUE) in Ludwigsburg, which is centrally located in southwest Germany, north of Stuttgart. LUE offers a range of subjects for study. Students need not know German since many classes are taught in English. For those who wish to learn and improve their German, language and culture courses are offered at varying levels. The academic year in Ludwigsburg is divided into a winter semester and a summer semester. However, arrangements can be made to accommodate students to coordinate with the Greensboro College academic calendar. Students who participate in the Ludwigsburg Exchange Program are expected to be in good academic,

financial, and disciplinary standing.

Application deadlines for Ludwigsburg University of Education:

For fall semester: Application materials submitted by April 15

For spring semester: Application materials submitted by November 15

The total cost of the program is the same as the cost of the same term at Greensboro College for a traditional, residential student.

The Irish-American Scholars Program in Northern Ireland

Because of Greensboro College's affiliation with the United Methodist Church and its sponsorship of an Irish student in the Business Education Initiative (BEI) with the government of Northern Ireland, Greensboro College can nominate up to three students to be considered for selection as Irish-American Scholars. Students can choose among six universities in Belfast, Northern Ireland. The application deadline is February 1.

Students who participate in the Irish-American Scholars Program are expected to be in good academic, financial, and disciplinary standing.

The total cost of the program is the same as the cost of the same term at Greensboro College for a traditional, residential student.

Consortium Programs:

North Carolina Semester in Paris

Greensboro College is a member of the North Carolina Semester in Paris Consortium. The North Carolina Consortium program is open to all sophomores, juniors, and seniors in good academic standing with a 2.75 grade point average and above. Second-year college level French or above is required, but the program is designed for non-majors as well as majors. The NC Consortium is offered both fall and spring semesters.

UNC-Greensboro Exchange Program

Greensboro College participates in the Greater Greensboro Consortium which means Greensboro College students are entitled to participate in UNC-Greensboro exchange programs in which there are available places.

Students may use their federal student loans to cover the costs of Consortium programs. They should consult with the Director of Financial Aid.

Third-Party Study Abroad Providers

Through Greensboro College's affiliation with the following study abroad providers, students have access to any program around the globe and are also given special treatment such as waived application fees and program scholarships:

AIFS (American Institute for Foreign Study)

CIEE (Council on International Educational Exchange)

CEA Global Education
CIS (Center for International Studies)
GLS (Global Learning Semesters)
Globalinks (a.k.a. AustraLearn, AsiaLearn, AuroLearn)
ISA (International Studies Abroad)

Students may use their federal student loans to cover the costs of these programs. They should consult with the Director of Financial Aid. All programs have a signed affiliation agreement with these providers which offers additional benefits such as increased scholarship opportunities.

Faculty-Led Seminars

Students may also participate in faculty-led study tours at Greensboro College, as well as at other institutions, offered at various times during the year.

Registration

In consultation with the Study Abroad Advisor and the Registrar, students participating in Study Abroad Programs must register in one of the following courses for the term in which they will be abroad.

INT 0001 Study Abroad

This course is a place holder designed for students participating in Greensboro College's exchange programs in London, Germany, and Northern Ireland. Students will be billed by Greensboro College for the costs of the program.

INT 0002 Study Abroad

This course is a place holder designed for students participating in Consortium programs and programs offered by third party providers. Students will be billed by these programs.

Teacher Education Program

The Teacher Education Program models active learning, critical reflection, and disciplined inquiry. It guides the cultivation of 21st Century Reflective Practitioners who use liberating practices, engage in lifelong learning, and value diversity.

Initial licensure is offered in the following areas: birth through kindergarten education (B-K), elementary education (K-6); middle grades education (6-9); secondary (9-12) education in comprehensive science, English, mathematics, and social studies; and K-12 education in special education general curriculum, special education adapted curriculum, art education, health/physical education, music education, and theatre education.

All areas offered by the College are designed to fulfill the requirements for initial licensure in the state of North Carolina and are generally reciprocal with other states.

For further information, refer to the appropriate sections of the *Catalog* regarding licensure.

Internships 3800 (1-8)

Internships in all disciplines must be coordinated with faculty and the Director of Career and Personal Development. The contract must be completed with all signatures and processed through the Registrar's Office at the time the student registers for classes to be taken in the same semester in which the internship will be taken. Internships must be approved by the appropriate Department Chair and the Dean of the Faculty. Students will meet regularly with the faculty supervisor for the internship and will complete appropriate assignments. A final grade will be given by the faculty supervisor for the internship. Internships may not be taken through the Consortium.

Permission of the faculty advisor and faculty supervisor in the discipline is required. One semester hour of credit requires three clock hours per week in the workplace, unless otherwise stipulated by the faculty supervisor. The maximum semester hours for all internships toward the 124 semester hours required for graduation is eight. The maximum semester hours allowed toward a major is eight, unless otherwise stated in the specific requirements for a particular major. Prerequisites are determined by the major. Students must have attained junior or senior standing with at least 12 semester hours earned at Greensboro College and have a minimum 2.0 cumulative grade point average. The grade point average requirement is waived if the internship is required for the major. The waiver extends only to the minimum number of hours of internship credit required by the major. Students who are engaged in internships that take place during the summer months must register for the internship during one of the summer sessions. An internship at a student's regular place of employment will be permitted only if the internship activities are different from the student's normal job responsibilities.

Students may be assessed a fee for the internship, depending on the student's major requirements and/or nature of the course. See the section of this *Catalog* entitled Independent/Directed Study and Internship Fee.

Directed Studies 3900 (1-4)

Directed Studies in all disciplines must be proposed before the beginning of the semester in which they are taken and must be approved by the appropriate Department Chair and the Dean of the Faculty. This option normally is available to juniors and seniors with the instructor's permission only. A specific area of study not available in any other course is developed in-depth, necessitating regularly scheduled meetings. These courses will be specifically identified on the transcript according to the content of the course, so that more than one 3900 course may be taken. Credit obtained may be applied as an elective in the field of concentration described by the course or, if prior approval is obtained, as a general elective. There may be additional, more rigorous requirements in the specific area of concentration. Directed studies may not be taken through the Consortium.

Students may be assessed a fee for the directed study, depending on the student's major requirements and/or nature of the course. See the section of this *Catalog* entitled Independent/Directed Study and Internship Fee.

Independent Studies

Occasionally, when a student wishes to take a course that exists but is not being offered that particular semester, a faculty member will instruct the student on an independent basis. Independent studies are given only when necessary and must be approved by the appropriate Department Chair and the Dean of the Faculty. Independent studies may not be taken through the Consortium.

Students may be assessed a fee for the directed study, depending on the student's major requirements and/or nature of the course. See the section of this *Catalog* entitled Independent/Directed Study and Internship Fee.

CURRICULUM

Major and Minor Requirements

Accounting

School of Business

Degree Requirements

Students may earn a Bachelor of Science degree in accounting. Degree requirements for the B.S. in accounting include eight hours in courses at the 2000-level or higher with a MAT prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

A major in accounting requires at least 36 hours of accounting courses: (a) 20 core hours required of the minor to include ACC 1102, Financial Accounting; ACC 1104, Managerial Accounting; ACC 2202 and ACC 2204, Intermediate Accounting I and II; ACC 2302, Accounting Information Systems I; and (b) 16 additional hours to include: ACC 2304, Accounting Information Systems II; ACC 3300, Tax Accounting; ACC 3400, Auditing; and ACC 3600, Cost Accounting. Accounting majors are required to complete 11 required related courses: BUS 2002, Organizational Behavior and Management; BUS 2003, Marketing; BUS 3400, Financial Management; BUS 3910, Careers in Business I; BUS 3920, Careers in Business II; BUS 4210, International Business; BUS 4900, Business Policy and Strategy; BUS 4910, Careers in Business III; BUS 4920, Careers in Business IV; ECO 1050, Principles of Economics; ECM 2440, Successful Communication at Work; LGA 3210, Business Law; MAT 2360, Statistics; and one of the following: REP 1600, Introduction to Ethics or REP 1630, Ethics in Economic Life. Students who complete all accounting major requirements will also earn a minor in business administration and economics.

An accounting major completing all the degree requirements will qualify to sit for the CPA exam in the state of North Carolina. North Carolina does **not** require 150 hours to sit for the CPA exam, but does require 150 hours to be licensed as a CPA. Since each state may have different requirements, it is essential that students know the particular requirements of the state in which they wish to reside.

Minor Requirements

A minor in accounting requires 20 hours of accounting courses: ACC 1102, Financial Accounting; ACC 1104, Managerial Accounting; ACC 2202 and ACC 2204, Intermediate Accounting I and II; and ACC 2302, Accounting Information Systems I.

Art

School of the Arts

The study of art is offered to acquaint students with the nature and history of art and to enable students to develop proficiency in the creation of art. Advanced students have the opportunity to concentrate in a specific studio area. The studio art major is designed for the student who wishes broad experience in studio art and a comprehensive liberal education. This program, leading to the B.A. or B.S. degree, requires 48-49 hours in studio and art history courses. A student must achieve a grade of C- or above in all ART-prefix courses counted toward the major. (The art education program leading to K-12 licensure certification, designed for the student who wishes to teach art, requires a grade of C or better in all ART and EDU major courses.)

Within the studio art program, students may declare a concentration in 2-D or 3-D Design, or remain an overall major, likely focused on Painting, Drawing or Sculpture, or perhaps Social Practice or Performance Art, with an eye toward exhibiting their work in a gallery or other setting, or working by commissions and/or in community outreach programs. The two design concentrations mandate students take required courses and choose from required-related courses from other departments, creating the foundations for future study and/or employment in design fields, such as crafts, fashion, graphics, video, and other electronic media.

To extend the successful transition to graduate study, both these concentrations and the general studio art major also have an auxiliary emphasis on art historical and critical approaches to understanding and creating art, as befits enrollment in a liberal arts college. Reading and writing about art not only supplement generating better art, but foster stronger ties to cultural diversity, heritage, and communal human compassion.

Most studio courses include fees charged for art materials, some camera and darkroom costs, paper and printing costs, or for models hired, for examples. Otherwise, students are expected to purchase their own materials. This also applies to non-majors taking ART-prefix courses.

Upon declaring a major in art, to be eligible for art scholarships, students are required to: (1) have a portfolio review and, (2) be interviewed by members of the department. Art scholarships are based upon the following elements:

- **TEACHER RECOMMENDATION** – from teacher or mentor in art. If there is no art teacher, a recommendation from the general school teacher, counselor or principal is necessary – to determine skill level, intent, career goals, work ethic and discipline.
- **PREPARATION FOR THE DISCIPLINE** – courses, lessons, experience – through a preview of materials submitted by each candidate.
- **PORTFOLIO REVIEW** – examples of any of the following media: drawing, painting, printmaking, design, photography, computer graphics, ceramics, sculpture and/or crafts. Photographs or slides or electronic presentation of artwork is acceptable. In the absence of a portfolio,

admittance into the program would be based on the interview, transcript, and teacher recommendation. Art scholarships will only be considered based on portfolio review.

- INTERVIEW – Conversation with members of the Art department to determine the candidate’s interests, intent, career goals, understanding of the major and its requirements. While phone or electronic interviews are accepted, we urge students to visit in person and meet us and other students, and tour the facilities.

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in studio art or art with licensure.

The Studio Art major has three options for earning either a BA or BS:

- 1) The general Studio Art major
- 2) The Studio Art major with 2-D Design concentration
- 3) The Studio Art major with 3-D Design concentration

Degree requirements for the B.A. in studio art and the B.A. in art with licensure include eight hours in courses at the 2000-level or higher with an ART, ECM, or HIS prefix, or their transferred equivalents.

Degree requirements for the B.S. in art include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Degree requirements for the B.S. in art with licensure include eight hours in courses at the 2000-level or higher with a BIO prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

Studio Art:

ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1310	3-D Foundation	2
ART 1502	Painting I: Representation & Color Theory	4
ART 2202	Figure Drawing: Gesture, Expression & Anatomy	4
ART 2502	Painting II: Methods and Materials	4
ART 2610	Digital Photography	4
ART 2602	Computer Graphics	4
ART 2910	Art History I: Prehistoric to Rococo	4
ART 3100	Experimental Studio: Fine Arts Emphasis	4
ART 3303	Intermediate 3-D Forms: Sculpture	4
ART 3801	Internship in Gallery and Art Promotion	1
ART 3910	Art History II: Revolutionary Neoclassical, Modern and	4

	Contemporary Art	
ART 4205	Contemporary Practices	4
ART 4900	Capstone: Senior Exhibition & Gallery Discussion/Showcase Presentation	1
Total:	48 credit hours	

Recommended Related:

ECM 4700	Digital Videography	4
THE 3330	Design/Tech III - Computer Aided Design (3)	3

Recommended Art Electives:

ART 1403	Ceramics I	4
ART 2100	History of Women Artists	4
ART 2110	Drawing II (Intermediate)	2
ART 2403	Forms & Function: Design in Contemporary Craft Media	4
ART 2903	Traditional Non-Western Painting Sculptural Arts and Architecture	4
ART 3202	Figure Drawing II	4

Studio Art with 2-D Design Concentration:

ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1310	3-D Foundations	2
ART 1502	Painting I: Representation & Color Theory	4
ART 2202	Figure Drawing I: Gesture, Expression & Anatomy	4
ART 2302	Intermediate Illustration & Design Lab	4
ART 2602	Computer Graphics	4
ART 2610	Digital Photography	4
ART 2802	Darkroom Photography	4
ART 2910	Art History I: Prehistoric to Rococo	4
ART 3102	Experimental Studio: 2-D Design Lab	4
ART 3802	Internship in Design/Portfolio Preparation	1
ART 3910	Art History II: Revolutionary Neoclassical, Modern and Contemporary Art	4
ART 4205	Contemporary Practices	4
ART 4900	Capstone: Senior Exhibition & Gallery Discussion/Showcase Presentation	1

Total: 48 credit hours

Required-related courses (choose one):

ECM 4700	Digital Videography	4
THE 2120	Costume III - Rendering and Computer Aided Design	3
THE 2240	Period Styles of Design	4
THE 3330	Design/Tech III - Computer Aided Design	3

Recommended art electives:

ART 2110	Drawing II (Intermediate)	2
ART 2903	Traditional Non-Western Art and Architecture	4
ART 3202	Figure Drawing II	4

Recommended-related courses:

ECM 2130	Science Fiction and Fantasy (H)	4
ECM 2140	Mythology (H)	4
GER 3100	The Fairy Tale	4

Studio Art with 3-D Design Concentration:

ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1310	3-D Foundations	2
ART 1403	Ceramics I	4
ART 2202	Figure Drawing: Gesture, Expression & Anatomy	4
ART 2403	Forms & Function: Design in Contemporary Craft Media	4
ART 2610	Digital Photography	4
ART 2903	Traditional Non-Western Art and Architecture	4
ART 2910	Art History I: Prehistoric to Rococo	4
ART 3103	Experimental Studio: 3-D Design Lab	4
ART 3303	Intermediate 3-D Forms: Sculpture	4
ART 3803	Internship in 3-D Design/Portfolio Preparation	1
ART 3910	Art History II: Revolutionary Neoclassical, Modern and Contemporary	4
ART 4205	Contemporary Practices	4
ART 4900	Capstone: Senior Exhibition & Gallery Discussion/Showcase Presentation	1

Total: 48 credit hours

Required-related courses (choose one):

ECM 4700	Digital Videography	4
THE 2120	Costume III – Rendering and Computer Aided Design	3
THE 2240	Period Styles of Design	4
THE 3330	Design/Tech III – Computer Aided Design	4

Recommended art electives:

ART 3202	Figure Drawing II	4
ART 3403	Ceramics Studio	2

Minor Requirements

A minor in art consists of 24 hours with specific courses to be chosen in consultation with the art faculty. One course must be a theoretical-lecture course (4 hours).

Teacher Education Program

(See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

Students majoring in art who wish to be licensed as teachers of art (K-12) may elect either the B.A. or B.S. degree.

Students seeking licensure in K-12 Art are required to complete successfully the following courses in their major: ART 1110, ART 1403, ART 1502, ART 2910, ART 3100 (4 hours), ART 3700, ART 3701, ART 3910, ART 4900, and 8 hours from the following courses: ART 1100 or 2100, ART 2202, ART 2302, ART 2403, ART 2502, ART 2602, ART 2802, ART 3001, ART 3202, ART 3403, ART 4500.

In addition to ART 3700 and ART 3701, professional course requirements are as follows: EDU 2100, EDU 2101, EDU 3100, EDU 3300, EDU 3770, EDU 4000, EDU 4930, EDU 4940, PSY 3200, SPE 2900, and SPE 2901.

Students seeking teacher licensure must obtain at least a grade of C in each major course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students must complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching*, *Initial Licensure*, and *Field Experiences Handbooks* available from the art coordinator to the Teacher Education Program. Copies are also on reserve in the library. Students desiring NCDPI licensure should be aware that graduation with licensure may require more than the minimum 124 semester hours.

NOTE: Most studio courses charge fees for art materials provided. Otherwise, students are expected to purchase their own materials.

Athletic Training

School of Sciences and Mathematics

Degree Requirements

Note: Effective Fall 2016, new majors are not being accepted in Athletic Training.

Students enrolled in the Athletic Training program prior to Fall 2016 may earn a Bachelor of Science degree in athletic training.

Degree requirements for the B.S. in Athletic Training include the following two courses, or their transferred equivalents: BIO 2300 and BIO 2400.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

Students pursuing the major in Athletic Training must apply and be formally admitted to the Athletic Training Program.

Students formally enrolled in the program are required to complete the following courses: ATH 1210, 2021, 2121, 2220, 2340, 2440, 2540, 2640, 3021, 3121, 3440, 3660, 4021, 4121, 4320, 4340, 4640, 4900 and 4950.

The following courses, some of which may be taken as part of the general education requirements, also are required: BIO 1100 or 1300, BIO 2300, BIO 2400, HLT 3250, KIN 3330, KIN 3350, KIN 3355, KIN 3390, KIN 3395, MAT 1050, MAT 2360, and PSY 1100.

Students majoring in liberal studies may not select athletic training as a concentration.

Athletic Training Program

The Athletic Training Program (ATP) is an entry-level program accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The ATP is currently on probation by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101. The program has chosen to Voluntarily Withdraw its Accreditation effective August 1, 2019. The program will remain on probation until the Withdraw is effective and the program is closed. Completion of the ATP qualifies the student to be a candidate for Board of Certification, Inc. (BOC) certification exam. Successfully passing the exam will award the student certification by the BOC.

Entrance Requirements

Students must complete a formal application to be considered for enrollment into the ATP. In order to apply, students must meet the following minimum requirements:

1. Admission to Greensboro College.
2. Greensboro College cumulative GPA of 2.50 at the time of application.
3. Attained a minimum grade of "C-" or higher in the following courses: ATH 1210, BIO 1100 or 1300, MAT 1050, and PSY 1100.
4. Completed Application:
 - a. Athletic Training Program Application form.
 - b. Official college transcripts.
 - c. Completion of Bloodborne Pathogen Training.
 - d. Completion of Confidentiality Statement.
 - e. Completion of a minimum of 45 program observation hours under the supervision of a Greensboro College Athletic Trainer.
 - f. Completion of observational skills.
 - g. Completion of a writing sample.
 - h. Completion of Technical Standards for Admission. If the Technical Standards cannot be met with reasonable accommodations within Greensboro College's control, the final decision of the student's ability will be made by the Medical Director of the Athletic Training Program.

- i. Record of immunizations as determined by the institution. Note: Hepatitis B – A 3-dose series is required for all Athletic Training students.
- j. Three letters of recommendation.
- k. Interview with the Athletic Training Program Admission Committee.

Only complete applications will be considered. Each applicant with a complete application will be contacted to arrange an interview with the Athletic Training Program Admission Committee.

Transfer students will be evaluated on an individual basis. Meeting the minimum requirements does not guarantee admittance into the ATP. Admittance into the ATP is highly competitive and selective.

Formal Acceptance into the Athletic Training Program

When the newly selected cohort of students is confirmed, a formal letter of acceptance or non-acceptance will be electronically mailed to each applicant per the address provided on the application. At that time, each student accepted to the ATP will be sent a confirmation packet. The confirmation packet must be completed and mailed back to the Program Director by the specific deadline indicated.

Athletic Training Program Requirements

1. Once a student receives full admittance to the Athletic Training Program, he/she must adhere to the policies and procedures of the ATP.
2. Students must remain in good academic standing by maintaining a minimum 2.50 cumulative grade point average.
3. Students must successfully complete all clinical education experiences hours associated with each course.
4. Students must provide their own transportation for all off-campus clinical education experiences.
5. Additional expenses that the student is responsible for include, but are not limited to, the following:
 - a. Ongoing transportation costs to clinical education sites,
 - b. Background check (if required by a clinical education site),
 - c. The purchase of ATP apparel,
 - d. The purchase of ATP materials, supplies, and textbooks,
 - e. Maintaining ECC and First Aid Certifications at the student's expense,
 - f. Purchase Personal Liability Insurance,
 - g. Registering as an NATA student membership and other professional dues,
 - h. The purchase of off-campus workshops (ACES program, if the location is reasonably close to Greensboro),
 - i. The purchase of the mock Board of Certification Self-Assessment Exam,
 - j. The purchase of the Board of Certification Examination.

Annually each student is required to complete and update their ATP records prior to the start of the academic year. Additionally, each student is required to take part in orientation and clinical education that occurs during the month of August. Clinical education may begin prior to or extend beyond the institution's academic calendar.

Program Policies

Academic Standards

Once a student is formally enrolled in the Athletic Training Program, he/she must remain in good academic standing. Good academic standing includes maintaining a minimum of 2.50 cumulative grade point average and a minimum grade of “C-” in all of the required major courses. If a student does not maintain these minimal academic standards, he/she will be placed on probation. The student placed on probation will be suspended until they reach a minimum 2.50 cumulative grade point average and/or until they earn a minimum grade of “C-” in the required major courses. Due to specific course sequencing, failure to maintain a minimum grade of “C-” in required major course(s) will result in probation for one full academic year. A student who is on probation and fails to improve his/her performance to the minimal academic standards will be dismissed from the program.

Professional Behaviors

Students are expected to follow the NATA Code of Ethics, the Greensboro College Student Handbook (Pride Guide), and the Greensboro College Athletic Training Program Policies and Procedures. As a future healthcare provider the professional expectations exceed that of any other student as you are developing your philosophy of care. Students who are in violation of the code of conduct by the school of code of ethics by the NATA will be adjudicated appropriately. Consistent disruptions, unethical behaviors or extreme poor choices of judgment are grounds for dismissal. The Athletic Training Program has a ZERO tolerance policy for illegal or recreational drug use or violation of the Title IX sexual misconduct policies of the College. Extreme violations could result in the immediate dismissal of the student from the program and will be handled on an individual basis.

Technical Standards

A degree in athletic training from Greensboro College verifies that the students have the knowledge and skills to function in a variety of settings, including clinical education settings. The technical standards are to be met by each student admitted to the Athletic Training Program at Greensboro College. These expectations can be met with or without accommodations. Students must notify the program faculty annually if there is a change in his/her ability to meet the technical standards and must request a review of accommodations.

Biology

School of Sciences and Mathematics

Degree Requirements

Students may earn a Bachelor of Science degree in biology or biology/allied health.

Degree requirements for the B.S. in biology include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred

equivalents; at least one course must have the prefix MAT. Degree requirements for the B.S. in biology/allied health include eight hours in courses at the 2000-level or higher with a BIO or MAT prefix, or their transferred equivalents; at least one of these courses must have the prefix MAT.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

All biology majors must take a minimum of 38 semester hours of biology. Required courses include BIO 1100 or BIO 1300; BIO 1110 or 1350; and BIO 4900. In addition to these, biology majors must take two courses from each of the following groups:

- A) **CELL AND MOLECULAR BIOLOGY** (choose two): BIO 3600, BIO 3650, BIO 3670, BIO 3690
- B) **STRUCTURE, FUNCTION, AND EVOLUTION** (choose two): BIO 2240, BIO 2300, BIO 2400, BIO 2600, BIO 3200, BIO 3300, BIO 3370
- C) **NATURAL HISTORY AND SYSTEMS** (choose two): BIO 2220, BIO 2230, BIO 2250, BIO 3400, BIO 3470, BIO 3450

Also, one additional biology elective chosen from any of the biology course offerings, except for BIO 1100, BIO 1110, BIO 1300, and BIO 1350.

The following related courses are also required for a biology major: CHM 1100, CHM 1200, CHM 3100, CHM 3200, PHY 1100, PHY 1200, and MAT 2060 or 2360.

For those students with a special academic program, the major related areas consist of courses especially approved by the faculty.

For students in allied health programs, the curriculum consists of courses approved especially for each program by the College.

Biology majors who have not completed all required introductory biology courses will not be admitted to senior-level courses in the major.

Minor Requirements

Requirements for a minor in biology consist of the following: 20 semester hours of biology courses including BIO 1100 or BIO 1300; BIO 1110 or BIO 1350; and three additional BIO courses.

Greensboro College has a chapter of Beta Beta Beta, the national biological honorary society dedicated to the advancement of the biological sciences.

Pre-Medical, Pre-Dental and Pre-Veterinary Medicine Programs

These programs are usually undertaken by students majoring in biology or chemistry. Students electing these programs should consult the appropriate advisor early in the freshman year so that a full four-year program may be established.

To be properly prepared for the Medical College Admissions Test (MCAT) by the end of their junior year, it is recommended that pre-medical students complete their chemistry, mathematics, and physics requirements (see earlier section on major requirements) before the end of their junior year.

Pre-veterinary students will need to take an Animal Nutrition course offered by other institutions in the Greater Greensboro Consortium.

Allied Health Combined Degree Program in Radiologic Technology

The Combined Degree program in Radiologic Technology (RT) awards the B.S. degree in Biology/Allied Health to students who:

- a) complete required coursework at Greensboro College (requires two to three years)
- b) complete a two-year clinical program in radiologic technology (a.k.a. radiography), after application and acceptance, which is not guaranteed.

Neither the College nor any clinical institutions guarantee admission from the clinical to liberal arts portion of the programs or vice versa. The College offers no clinical work.

In order to be awarded a B.S. degree through this program, students must complete the liberal arts and major requirements at the College. They must maintain a 2.0 overall grade point average and a 2.0 grade point average in the major, in addition to successfully completing the clinical certification requirements from an approved clinical program. Students are required to complete a curriculum especially designed for the combined degree (see below). The student may choose to complete the clinical training before or after the Greensboro College portion. One phase of the program must be completed before beginning the next phase. Credits of undergraduate work from four-year institutions may be transferred in accordance with general college policy.

All prospective students interested in the Combined Degree for Radiologic Technology (RT) must have taken high school courses in biology and chemistry and gotten at least a C in these courses (high school physics also is highly recommended). Students in this program complete the general education requirements and courses in biology and two years in a clinical program at a hospital or community college. The College does not guarantee admission to the clinical programs. The two to three years of coursework at Greensboro College include the complete core of liberal arts (general education) courses and those required for the B.S. degree. Major requirements include BIO 1100 or BIO 1300, BIO 1110 or BIO 1350, PHY 1100, and three more biology courses to be chosen in consultation with a faculty advisor (a typical selection would be BIO 2300, BIO 2400, and BIO 3450). (The physics requirement is waived for students who are already certified in radiologic

technology.) Clinical programs may have additional admission requirements; students should check these programs' requirements.

Combined degree students can apply to enter a RT clinical program by the November before they complete their college coursework. There is no guarantee of admission to these clinical programs. These clinical programs have small enrollments and thus are very selective. The credit from the clinical section is completed only after the student successfully completes the clinical training. Students who are enrolled in the clinical portion of the combined program will be registered for the following courses at Greensboro College: BIO 4910, BIO 4920, BIO 4930, and BIO 4940. Each course is a semester-long place holder, coinciding with the clinical term in which the student is enrolled, and carries no tuition charges at Greensboro College.

Prospective students who have already completed a RT clinical program will attend the College and complete the required liberal arts and biology courses prior to receiving the combined degree.

All students must attend Greensboro College, or the consortium, for at least 31 semester hours. At least half of these should be taken in regular semesters (spring and fall) and the advanced biology courses must be taken at Greensboro College unless otherwise approved by the Director of Allied Health Programs.

In the semester preceding the clinical portion of the allied health degree, students should notify the Registrar in writing of their anticipated completion date of the clinical program.

To participate in May graduation ceremonies, students in the last semester of the clinical program should arrange for the allied health school to send a letter, by the end of April, to the Registrar confirming that the clinical program will be successfully completed prior to June 30. Students finishing all work by June 30 thus can participate in graduation ceremonies with the preceding May class. The degree will be officially granted to the student, however, only upon notification to the Registrar of the student's completion of the clinical program.

Students who have already completed a baccalaureate degree in the sciences should contact the hospital, community college, or medical school-based clinical certification program of their choice regarding requirements for admission to their programs.

Birth through Kindergarten Education

School of Social Sciences and Education

(See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in birth through kindergarten education.

Degree requirements for the B.A. in birth through kindergarten education include eight hours in courses at the 2000-level or higher with an ART, ECM, DAN, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in birth through kindergarten education include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Students who are pursuing a degree in birth through kindergarten education are required to complete a minor in a discipline of their choice as part of their degrees. Please see the appropriate disciplinary sections of this *Catalog* for minor requirements.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

In addition to, or as a part of, the College requirements, all birth through kindergarten teacher candidates must take the following courses to fulfill North Carolina licensure requirements:

BKE 3100	Professional Partnering with Diverse Families	4
BKE 3710	Behavior Guidance in Early Childhood Settings	4
BKE 3720 or EDU 2770	Emerging Literacy Development (4) or Literacy Foundations (3)	3-4
BKE 3730	Supporting Early Human Development	3
BKE 3731	Field Component for Early Human Development	1
BKE 3735	Health, Nutrition and Safe Learning Environments for Young Children	2
BKE 3740	Curriculum and Methods for Preschool and Kindergarten	3
BKE 3741	Field Component for Curriculum Methods for Preschool and Kindergarten	1
BKE 3745	Creative Arts and Movement Experiences for Young Children	2
BKE 3755	Math, Science, and Social Studies for Young Children	2

Professional studies courses:

EDU 2100	21 st Century Schools I	2
EDU 2101	Field Component for 21 st Century Schools I	1
EDU 3100	Introduction to Technology, Planning, and Assessment	4
EDU 4000	21 st Century Schools II	3
EDU 4930	Student Teaching Seminar	2
EDU 4940	Student Teaching	10
PSY 2100	Child and Adolescent Development	4
SOC 3309	Families in Society	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for Diverse Populations	1
SPE 3355	Educational Assessment	4

Students desiring NCDPI certification should be aware that graduation with licensure may require more than the minimum 124 hours.

Students seeking teacher licensure must obtain at least a grade of C in each major course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students are required to complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching, Initial Licensure, and Field Experiences Handbooks* available from the birth through kindergarten coordinator of the Teacher Education Program. Copies are also on reserve in the library. Students desiring NCDPI licensure should be aware that graduation may require more than the minimum 124 semester hours.

Business Administration and Economics

School of Business

The School of Business fosters innovation, a collaborative spirit and business effectiveness in each student, inspiring them to address the ethical responsibilities that organizational leaders have in our global society.

Degree Requirements

Students may earn a Bachelor of Science degree in business administration and economics. Degree requirements for the B.S. in business administration and economics include eight hours in courses at the 2000-level or higher with a MAT prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

The major offered in business administration and economics provides students with a solid background in business functions, terminology, and theory. Small class sizes and favorable student-faculty ratios ensure that business majors leave the program with written and oral communication skills in demand by employers. This program of study will prepare students to compete successfully in today's increasingly competitive business market. A major in business administration and economics consists of 44 semester hours of course work. The major includes ECO 1050, ECO 3250; BUS 2002, BUS 2003, BUS 3400, BUS 3800 (4 credits, or with Department Chair approval, the equivalent number of experiential credits), BUS 3910, BUS 3920, BUS 4900, BUS 4910, BUS 4920; one course from BUS 4210, BUS 4310, BUS 4420, or ECO 3400; and 8 hours of business or economics elective coursework, 4 hours of which must be upper-level (3000 or above). Additionally, students must complete the following required related courses: ACC 1102, ACC 1104; ECM 2440; LGA 3210; MAT 2020 or MAT 2060, MAT 2360.

Concentration in Human Resources Management

Students majoring in business administration and economics have the option of earning a concentration in human resources management. This concentration requires the following courses:

BUS 3210, Human Resources Management (4)
BUS 4210, International Business (4)
BUS 4230, Human Resources and Business Management Skills (4)

Students who pursue the concentration in human resources management must complete BUS 4210 as their choice for the BUS 4210, BUS 4310, BUS 4420, or ECO 3400 major requirement, and may count BUS 3210 and BUS 4230 as the two required business or economics electives for the major.

Concentration in Management

Students majoring in business administration and economics have the option of earning a concentration in management. This concentration requires the following courses:

BUS 2002, Organizational Behavior and Management (4)
BUS 3230, Leadership or BUS 4000, Entrepreneurship (4)
BUS 3220, Operations Management (4)
BUS 4210, International Business (4)

Students who pursue the concentration in management must complete BUS 4210 as their choice for the BUS 4210, BUS 4310, BUS 4420, or ECO 3400 major requirement, and may count BUS 3230/BUS 4000 and BUS 3220 as the two required business or economics electives for the major.

Concentration in Marketing

Students majoring in business administration and economics have the option of earning a concentration in marketing. This concentration requires the following courses:

BUS 2003, Marketing (4)
BUS 3320, Advertising and Promotion Management (4)
BUS 3350, Personal Selling (4)
BUS 4210, International Business (4)

Students who pursue the concentration in marketing must complete BUS 4210 as their choice for the BUS 4210, BUS 4310, BUS 4420, or ECO 3400 major requirement, and may count BUS 3320 and BUS 3350 as the two required business or economics electives for the major.

Minor Requirements

A combined minor in business administration and economics includes ECO 1050; BUS 2002, BUS 2003, BUS 3400; ACC 1102.

Course Requirements

Enrollment in business and economics courses at the 3000 level or above is limited to students who have completed at least 60 semester hours and have a cumulative grade point average of 2.50 or higher. Students who do not meet the minimum requirement and who wish to register for courses at the 3000 level or above should complete a Petition for Exception to Academic Policy.

Chemistry

School of Sciences and Mathematics

Degree Requirements

Students may earn a Bachelor of Science degree in chemistry. Degree requirements for the B.S. in chemistry include MAT 2060 and MAT 2070, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

Requirements for a major in chemistry are CHM 1100, 1200, 3100, 3200, 3210, 3300, 4500, and at least 12 additional hours to be taken within the Greater Greensboro Consortium, with appropriate approvals. One of these taken within the consortium must be in physical chemistry. In addition, required related courses are PHY 1100, 1200; MAT 2060, and 2070.

Minor Requirements

Requirements for a minor in chemistry are CHM 1100, 1200, 3100, 3200, and one other upper level chemistry course (CHM 3210 or 3300).

Child and Family Studies

The interdisciplinary minor in child and family studies provides students an opportunity to study the development of children and the functions of the family. This minor is appropriate for psychology, sociology, education and other majors who anticipate working with children and families following graduation.

Minor Requirements

A minor in child and family studies includes twenty hours, of which twelve hours are required courses and eight hours are elective courses.

Required courses:

BKE 3100	Professional Partnering with Diverse Families	4
PSY 2100	Child and Adolescent Development	4
SOC 3309	Families in Society	4

Elective courses:

A student should choose at least two four-hour courses or three-hour courses with accompanying field component requirements. A student should have at least 8 elective credit hours.

BKE 3710	Behavior Guidance in Early Childhood	4
CFS 3800	Internship in Child and Family Studies	4
KIN 2300	Motor Behavior	4
LGA 3250	Family Law	4
PSY 2609	Human Sexuality	4
SOC 1050	Social Problems	4
SOC 3359	Family Violence	4
SOC 3360	Juvenile Delinquency	4
SOC 4500	Topical Seminar	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for Diverse Populations	1

Criminal Justice

School of Social Sciences and Education

The major in criminal justice is an interdisciplinary course of study designed to provide students with an understanding of the key components of the current criminal justice system in the United States. A solid grounding in constitutional and criminal law, major theoretical schools in a variety of disciplines, and current trends in the field, along with a hands on internship component will allow students to develop an understanding of this complex system. This program of study will help prepare graduates for a variety of entry-level positions in the criminal justice field (local, state, and federal) corrections, and the courts.

The major in criminal justice is offered as an on-ground program and as an online program. The academic degree requirements for each program are the same and are described in this section. For policies and procedures that apply to online programs only, please see the section of this *Catalog* titled Policies and Procedures for Online Undergraduate Degree Completion Programs. General education courses are offered as part of the online programs as well so that a student may finish a degree completely online. Students must choose either the on-ground program or the online program and may not switch from one to the other. Exceptions to this policy may be requested by completing a Petition for Exception to Academic Policy form, which are available by contacting the Registrar's Office.

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in criminal justice.

Degree requirements for the B.A. in criminal justice include eight hours in courses at the 2000-level or higher with an ART, ECM, FRE, GER, HEB, HIS, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in criminal justice include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

A major in criminal justice requires a minimum of 40 semester hours of course work from a variety of disciplines. There are 32 hours of required major courses, listed below:

CRI 2260, Criminal Justice
 CRI 3800, Internship
 CRI 4910, Senior Seminar
 LGA 3230, Ethics and Professional Legal Responsibilities
 POL 4200, Constitutional Law
 PSY 2400, Abnormal Psychology
 SOC 3509, Race, Class, and Gender
 SSC 3600, Research Methods in the Social Sciences

Criminal justice majors also must take at least 8 hours of elective courses from the following approved list.

BUS 3230, Leadership	LGA 2100, Legal Research
CRI 3100, Deviance	LGA 3220, Criminal Law
CRI 3200, Criminology	LGA 3240, Evidence
CRI 3300, Forensics	LGA 3250, Family Law
CRI 3400, Corrections	POL/LGA 2210, Judicial Process
CRI 3500, Murder in America	POL 3250, Public and Non-profit Administration
CRI 3800, Internship	PSY 3450, Drugs and Behavior
CRI 4200, Understanding Terrorism	REP 3600, Punishment
CRI 4500, Special Topics	SOC 3359, Family Violence
CRI 4810, Directed Study	SOC 3360 Juvenile Delinquency
DAN 2310, Movement - Alexander Technique	

Additionally, the following required related courses are part of the major:

POL 1100, American Government or POL/LGA 2210, Judicial Process

PSY 1100, General Psychology
 SOC 1010, The Sociological Imagination
 THE 2010, Public Speaking

Minor Requirements

A minor in criminal justice consists of 20 semester hours and includes CRI 2260, CRI 3800 and at least 12 additional credit hours from the approved lists of required or elective courses for the major.

Dance

School of the Arts

The goal of the dance minor is to give students an understanding and appreciation of the basic principles of dance performance and to develop each student's individual movement style. Students choose either a contemporary emphasis or a ballet emphasis. A total of 20 hours are required. Dance minors with a contemporary emphasis will take a variety of dance technique classes to gain a broad base of movement knowledge. This knowledge will be the basis for developing performance ability. Furthermore, participation in a variety of dance performances will allow the student to put classroom theories into practice.

Minor Requirements

To earn a dance minor, students must complete a total of 20 hours:

Contemporary emphasis:

Fourteen hours of technique courses, including:

Course Number	Course Title	Credit Hours
DAN 1010	Ballet I	2
DAN 1110	Tap I	2
DAN 1210	Jazz I	2
DAN 3610	Choreography	4

Choose two of the following:

DAN 2010	Ballet II	2
DAN 2110	Tap II	2
DAN 2210	Jazz II	2

Electives (6 credits):

DAN 1510	Ballroom Dance I	2
DAN 2310	Movement - Alexander Technique	4
DAN 2510	Ballroom Dance II	2
DAN 3020	Dance Ensemble	2
DAN 4500	Special Topics in Dance	1-2

Total Hours = 20

Ballet emphasis:

To earn a dance minor-ballet emphasis, students must audition for admission. Once accepted, students will take ballet classes at the Greensboro Ballet School. Select students will have the opportunity to perform in the Greensboro Ballet's performances. Upon completing the minor, students will have the opportunity to be considered for employment with the ballet company. Students must complete a total of 20 hours:

Sixteen hours of technique courses, including:

Course Number	Course Title	Credit Hours
DAN 3750	Ballet Technique I	4
DAN 3755	Ballet Technique II	4
DAN 4750	Ballet Technique III	4
DAN 4755	Ballet Technique IV	4

Electives (4 hours):

Students must have four elective hours of non-ballet dance classes as approved by the dance faculty.

DAN 1110	Tap I	2
DAN 2110	Tap II	2
DAN 1210	Jazz I	2
DAN 2210	Jazz II	2
DAN 1510	Ballroom Dance I	2
DAN 2510	Ballroom Dance II	2
DAN 2310	Movement - Alexander Technique	4
DAN 3020	Dance Ensemble	2
DAN 3610	Choreography	4
DAN 4500	Special Topics in Dance	1-2

Total hours = 20

Minor in Dance for Theatre/Musical Theatre Emphasis Majors:

Students who major in theatre/musical theatre emphasis may earn a minor in dance by completing DAN 3610, Choreography in addition to the DAN courses that are required for their major.

Education

School of Social Sciences and Education

(See sections entitled Birth Through Kindergarten Education, Elementary Education, Middle Grades Education, and Special Education for specific requirements for those majors. For licensure requirements in art (K-12), English (9-12), health/physical education (K-12), mathematics (9-12), music (K-12), secondary comprehensive science education (9-12), social studies (9-12), and theatre (K-12),

see those disciplinary sections.)

The Teacher Education Program models active learning, critical reflection, and disciplined inquiry. It guides the cultivation of 21st Century Reflective Practitioners who use liberating practices, engage in lifelong learning, and value diversity.

It is the objective of the Greensboro College Teacher Education Program to develop candidates who:

- Are reflective practitioners, who evaluate the effects of their choices and actions and who actively seek opportunities to grow professionally.
- Understand the social, historical and philosophical issues of education; who recognize the moral and social dimensions of classroom practice; who know school law, educational policy and professional ethics.
- Understand the central concepts, tools of inquiry, technology, and structure of their discipline.
- Understand learning and development and who can provide learning opportunities that support intellectual, moral, social, physical, and emotional development in a safe and orderly environment.
- Differentiate instruction for diverse learners.
- Can assess, plan, implement, and evaluate instruction based on subject matter, students, community, and curriculum goals.
- Collaborate with students, teachers, and families to monitor student progress in achieving learning goals and use assessment to evaluate long-term student progress.
- Communicate effectively.

Initial licensure is offered in the following areas: birth through kindergarten education (B-K); elementary education (K-6); middle grades (6-9); and secondary (9-12) education in comprehensive science, English, mathematics, and social studies; and K-12 education in special education general curriculum, special education adapted curriculum, art education, health/physical education, music education, and theatre education.

All areas offered by the College are designed to fulfill the requirements for initial licensure in the state of North Carolina and are **generally** reciprocal with many other states.

Students who are pursuing degrees in birth through kindergarten education, elementary education, or special education are required to complete a minor in a discipline of their choice as part of their degrees. Please see the appropriate disciplinary sections of this *Catalog* for minor requirements.

Licensure Requirements

Formal admission into the Teacher Education Program is a prerequisite for enrollment in most upper level (3000 or above) professional and/or specialty studies course. Professional courses include:

EDU 2100	21 st Century Schools I	2
EDU 2101	Field Component for 21 st Century Schools I	1
EDU 3100	Introduction to Planning, Instruction and Educational Technology	4
EDU 3300	Positive Support Behavior	3
EDU 3770	Disciplinary Literacy	3
EDU 4000	21 st Century Schools II	3
EDU 4930	Student Teaching Seminar	2
EDU 4940	Student Teaching	10
PSY 3200	Educational Psychology	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for Diverse Populations	1

See each licensure area for a more detailed description of professional/specialty studies courses.

Students may complete required courses for the education major in the Greater Greensboro Consortium, in addition to those offered on this campus, if said courses are in compliance with North Carolina DPI requirements for initial licensure.

The Teacher Education Program has a required set of field experiences sequentially planned to move the prospective teacher from simple observation and assistance to more complex participation in the classroom. These pre-student teaching field experiences constitute a commitment to preparing teachers to work effectively in culturally diverse public schools. **Students are responsible for arranging and providing their own transportation to and from fieldwork assignments.**

Fieldwork components are required for all students seeking teacher licensure. Detailed information regarding early fieldwork is found in the *Field Experiences Handbook* available in the Teacher Education Office and James Addison Jones Library.

Decisions made by the North Carolina DPI or the State Board of Education regarding policies, requirements for teacher licensure candidates, and all other matters related to teacher education, and the timing of when they must be implemented, supersede those made by Greensboro College. Students should be aware that such changes may occur during their enrollment.

Admission to Teacher Education

Traditional degree-seeking students should apply for formal admission into the Teacher Education Program **no later than the beginning of the junior year**. Transfer students of junior status should seek admission **during the first semester of enrollment**. All students, including licensure-only, lateral entry, and provisional

licensure students, should seek admission prior to entry into most 3000 level professional courses. It is recommended that students complete EDU 3100 at the beginning of their program of study. Entering licensure-only students should immediately contact an education advisor to evaluate their program.

For transfer students, students holding degrees from accredited institutions, and former Greensboro College students, admission into the Teacher Education Program requires a thorough review of previous coursework. During the evaluation process, particular attention is directed toward professional and specialty areas. For students whose previous work is 10 or more years old, this review process may result in updating and repeating professional and specialty courses identified by the advisor in consultation with the registrar and appropriate faculty in the discipline. The Course Equivalency Subcommittee will document program adjustments and make decisions regarding equivalencies, which will then be submitted to the Teacher Education Committee for information.

Admission requirements include the following:

1. A minimum 3.0 cumulative grade point average in Greensboro College courses.
2. Passing scores on the ETS (Educational Testing Service) Core Academic Skills for Educators in reading, writing, and mathematics are required for all degree-seeking candidates.
3. A documented, formal conference with the student's major advisor.
4. Favorable recommendations from the student's major advisor, a faculty member, and the Dean of Students.
5. Completion of the Application for Teacher Education and the accompanying Legal Status and Policy Statement.
6. Membership in an approved professional organization such as SNCAE or SCEC. Consult your licensure area or the Office of Teacher Education for additional organizations.
7. Enrollment in or prior completion of EDU 2100, 21st Century Schools I and EDU 2101, Field Component for 21st Century Schools I.

Upon successful completion of these requirements, applications will be considered by the Teacher Education Program submitted to the Teacher Education Committee. This Committee, in the exercise of its professional judgment, determines admission to the program.

Student Teaching/Clinical Practicum Program

The Teacher Education Committee has approved the following requirements for admission to the Student Teaching/Clinical Practicum Program. Material necessary for consideration for student teaching must be submitted to the Teacher Education Office during the first month of the semester before student teaching. Precise

deadlines for student teaching materials will be posted each semester. Basic requirements and material include:

Completed Student Teaching/Clinical Practicum Application, including signatures of recommendation from the Director of Teacher Education and major advisor.

1. Completion of all required courses and field experiences with a minimum grade of C.
2. A graduation audit completed by the Registrar.

Student teaching/clinical practicum application materials are due in the Teacher Education Office during the first month of the semester **before** student teaching. Responsibility for student teaching/clinical practicum placements is a collaborative endeavor between the local schools and the Teacher Education Office. Students may not be employed (part-time or full time) during their student teaching/clinical practicum semester. Hardship cases will be reviewed and acted upon by the Standards Subcommittee of the Teacher Education Program.

In order to be eligible for licensure recommendation, all candidates must:

1. Complete student teaching or practicum successfully.
2. Complete all degree requirements and/or program requirements.
3. Complete all electronic evidence requirements.
3. Obtain minimum or higher scores on the specialty area exams required by NCDPI.

Specialty area exams and passing scores for those exams are established by the North Carolina State Board of Education. All licensure areas, with the exception of Birth through Kindergarten Education and Theatre Education, require specialty area exams. Praxis II is the specialty exam required for all areas except Elementary Education. Elementary Education candidates are required to take Pearson: General Subjects and Reading Foundations. Pearson and Praxis II exams are required for the Special Education General Curriculum candidates.

Subcommittees

The Course Equivalency Subcommittee operates to ensure greater consistency and comparability among programs. Issues related to documentation of work experience, fieldwork, and individual student courses of study are directed to this subcommittee which reports to the Teacher Education Committee. The Educational Standards and Dispositions Subcommittee counsels students regarding career options, admission requirements, progress, and standards. It is a forum for recommending policies and guidelines to the Teacher Education Committee. The Professional Studies Subcommittee functions to review curriculum proposals, course changes, and licensure programs. It provides professional studies faculty with opportunities to discuss academic, curricular and instructional concerns. The Finance and Assessment Subcommittee serves to oversee the Curriculum and Materials Center, CMC. This

subcommittee organizes CMC requests, distributes the CMC budget, documents all CMC expenses, and coordinates and oversees the Assessment System.

Minor in Education

The minor in education requires 22 credit hours distributed as follows:

Professional Core

EDU 2100, 21st Century Schools I (2)
 EDU 2101, Field Component for 21st Century Schools I (1)
 EDU 4000, 21st Century Schools II (3)
 SPE 2900, Diverse Populations (3)
 SPE 2901, Field Component for Diverse Populations (1)

Students will select one course from the following:

PSY 2100, Child and Adolescent Development (4)
 PSY 3200, Educational Psychology (4)
 PSY 3500, Special Topics (4)
 PSY 4100, Learning, Memory and Cognition (4)
 SOC 3309, Families in Society (4)
 SOC 3359, Family Violence (4)
 SOC 3360, Juvenile Delinquency (4)
 SOC 3509, Race, Class and Gender (4)

Students will select at least two courses (for a minimum of 8 credit hours) from the following:

BKE 3100, Professional Partnering with Diverse Families (4)
 BKE 3710, Behavior Guidance in Early Childhood Settings (4)
 BKE 3730, Supporting Early Human Development (3) and BKE 3731, Field Component (1)
 EDU 3100, Introduction to Technology, Planning, and Assessment (4)
 EDU 3300, Positive Behavior Support (3) and EDU 3301, Field Component (1)
 EDU 4500, Special Topics in Education (4)
 ELE 3710, Pedagogy of Science (4)
 ELE 3755, Arts and Literature for Children (4)
 ELE 3760, Pedagogy of Social Studies (K-6) (4)
 SPE 3355, Educational Assessment (4)
 SPE 3750, Planning for Transition Through Collaboration (4)

Elementary Education

School of Social Sciences and Education

(See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in elementary education.

Degree requirements for the B.A. in elementary education include eight hours in courses at the 2000-level or higher with an ART, ECM, DAN, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix, or their transferred equivalents; one of these courses must be HIS 2700 or 3250.

Degree requirements for the B.S. in elementary education include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Students who are pursuing a degree in elementary education are required to complete a minor in a discipline of their choice as part of their degrees. Please see the appropriate disciplinary sections of this *Catalog* for minor requirements.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

In addition to, or as part of, the College requirements, prospective elementary teachers must take the following courses to fulfill North Carolina licensure requirements:

Specialty Area Courses:

EDU 2770	Literacy Foundations	3
EDU 3300	Positive Behavior Support	3
ELE 3710	Pedagogy of Elementary Science	4
ELE 3755	Arts and Literature for Children	4
ELE 3760	Pedagogy of Social Studies (K-6)	4
ELE 3780	Reading Methods and Assessment	3
ELE 3781	Field Component for Reading Methods and Assessment	1
ELE 3790	Mathematics Methods and Assessment	3
ELE 3791	Field Component for Mathematics Methods and Assessment	1
PHE 3770	Pedagogy of PE and Health for the Classroom Teacher	3
PHE 3771	Field Component for PE and Health for the Classroom Teacher	1

Professional Studies Courses:

EDU 2100	21 st Century Schools I	2
EDU 2101	Field Component for 21 st Century Schools I	1
EDU 3100	Introduction to Technology, Planning, and Assessment	4
EDU 3300	Positive Support Behavior	3
EDU 4000	21 st Century Schools II	3
EDU 4930	Student Teaching Seminar	2
EDU 4940	Student Teaching	10
PSY 3200	Educational Psychology	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for Diverse Populations	1

SPE 3355	Educational Assessment	4
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Required Related Course:

HIS 2700 or HIS 3250	Teaching North Carolina History or North Carolina History	4
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Students should consult the requirements for the B.S and B.A. degrees to determine additional College requirements in literature, foreign language and math. Elementary education majors are encouraged to pursue the B.S. degree. Students desiring NCDPI certification should be aware that graduation with licensure may require more than the minimum 124 hours.

Students seeking teacher licensure must obtain at least a grade of C in each major course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students are required to complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching, Initial Licensure, and Field Experiences Handbooks* available from the elementary education coordinator of the Teacher Education Program. Copies are also on reserve in the library. Students desiring NCDPI licensure should be aware that graduation may require more than the minimum 124 semester hours.

English, Communication and Media Studies

School of Humanities

Literary study is a way to understand not just literature but life and culture. Communication provides ways of expressing ideas about ourselves and others. Different media forms are used to represent those ideas in different contexts. Majors in the fields of English, Communication and Media Studies pursue an integrated course of study that equips them with the versatility needed to explore a variety of written and visual forms and to study literature and texts in depth. They learn to read with an awareness of cultural context, to think clearly and accurately about language and texts, and to communicate with others through artful use of diverse media.

The Department of English, Communication and Media Studies coordinates academic majors in three fields of concentration: English; English and communication studies, and English with secondary licensure. In addition, the Department coordinates three minors in creative writing, communication, and English.

Degree Requirements

Students may earn a Bachelor of Arts degree in English, English and communication studies, or English with secondary licensure. Degree requirements for the B.A. in any of these majors include eight hours in courses at the 2000-level or higher with an ART, DAN, ECM, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Majors

Three courses are required for all majors, and these courses constitute the *common core*. Building on this foundational core, other course work consists of connected themes that will develop students' knowledge and skills in key program outcomes. The requirements for each thematic grouping ensure that students have multiple opportunities to develop sufficient breadth and depth in different areas of the major. Beyond the *common core*, ECM themes include *professional and career exploration*; *historical and formal contexts*; *diversity and difference*; and *creativity and innovation*. Students have the freedom to personalize their learning experience by choosing courses that will constitute each theme. Students also may explore and expand their interests through their choice of additional electives in the major. The flexibility in the major is balanced by thematic guidance to ensure a meaningful, cohesive course of study. By creating and keeping a *major portfolio*, students are encouraged to engage in ongoing reflection and discovery. In the fall of the year of graduation, students will take ECM 4910, the capstone course for the major. As part of the capstone, students will complete and submit their portfolio for review by ECM faculty. A passing score on the major portfolio is required to graduate with an ECM major. The portfolio will include materials to help majors make the transition from college to career. The capstone course and portfolio build on the experiences from professional and career exploration. The major thus prepares students for the world of work and beyond.

Majors should plan to take ECM 2510 Critical Methods as soon as possible, after completion of ECM 1120. Students should set up a major portfolio at this time.

English

The major consists of 42 credit hours of course work and satisfactory completion of the major portfolio. The distribution across themes is the following:

1. *Common Core in ECM*

To gain core knowledge, take these three courses:

ECM 2510 Critical Methods

ECM 4300 Grammar and Linguistics

ECM 4910 Capstone Project

12 credit hours

2. *Professional and Career Exploration*

To explore options and develop professionalism, complete one of these options:

a) Complete an ECM internship of at least two credit hours (ECM 3800).*

b) Complete an internship of two or more credit hours in a department other than ECM. The internship should be relevant to the major; supervised by a full-time faculty member of Greensboro College; carry that department's prefix; involve an appropriate academic component that leads to one or more of ECM's program

learning outcomes; and be planned and approved in advance of the semester in which it will occur.*

c) Complete CLD 1100 Exploring Career and Life Directions or CLD 3100 Experiencing Career and Life Directions with a passing grade (2 credit hours).*

Note: Adult students with extensive professional experience should consult with the chair regarding this requirement.

*An internship of four credit hours may also be used to satisfy this requirement. A maximum of eight internship credit hours may be applied to the major, only two of which may carry the prefix of another discipline (i.e., not ECM). A maximum of 2 credit hours in CLD courses may be counted toward the ECM major.

2 credit hours

3. *Historical and Formal Contexts*

To understand different historical, cultural, and formal contexts, take at least one four-credit course in each of the three literary categories:

--*British Literature:*

ECM 3010 British Literature I

ECM 3020 British Literature II

ECM 3200 Shakespeare

--*American Literature:*

ECM 3030 Early American Literature

ECM 3040 Modern American Literature

--*World Literature:*

ECM 2110 Comparative Literature

ECM 2129 World Drama

ECM 3100 Foreign Literature in Translation

12 credit hours

4. *Diversity and Difference*

To explore diversity and difference, take at least one four-credit course from the 3500 literary series:

ECM 3519 African-American Writers

ECM 3529 Women Writers

ECM 3539 Southern Writers

ECM 3540 Postcolonial and Immigrant Literature

ECM 3559 Gender and Sexuality in Literature

4 credit hours

5. *Creativity and Innovation*

To deepen creativity and innovation, take at least four credits and produce works in diverse media:

ECM 2400 Media Writing and Ethics

ECM 2410 Student Publications Practicum (1-2 credit hours)*

ECM 2450 Introduction to Creative Writing

ECM 2460 New Media Studies

4 credit hours

6. Electives in ECM

To discover or enhance areas of particular interest, take at least eight additional credits of ECM electives at the 2000 level or above.
8 credit hours

7. Major Portfolio

To synthesize and transform learning, submit a portfolio in the major as part of the capstone course, ECM 4910. A satisfactory score on the portfolio is required for all ECM majors.

A course may be used to satisfy only one of the thematic requirements; “double dipping” is not permitted.

For ECM 3610 Special Topics in English and ECM 3620 Special Topics in Communication and Media Studies, a course may be repeated for credit if the topics are different (maximum of eight credit hours per course number).

*Students may enroll in ECM 2410 Student Publication Practicums repeatedly, for a maximum of eight credit hours counting toward the major. Students select one or two credits for the practicum when registering for the course. The difference reflects work expectations.

English and Communication Studies

The major consists of 42 credit hours of course work and satisfactory completion of the major portfolio. The distribution across themes is the following:

1. Common Core in ECM

To gain core knowledge, take these three courses:

- ECM 2510 Critical Methods
- ECM 4300 Grammar and Linguistics
- ECM 4910 Capstone Project

12 credit hours

2. Professional and Career Exploration

To explore options and develop professionalism, complete one of these options:

- a) Complete an ECM internship of at least two credit hours (ECM 3800)*
- b) Complete an internship of two or more credit hours in a department other than ECM. The internship should be relevant to the major; supervised by a full-time faculty member of Greensboro College; carry that department’s prefix; involve an appropriate academic component that leads to one or more of ECM’s program learning outcomes; and be planned and approved in advance of the semester in which it will occur.*
- c) Complete CLD 1100 Exploring Career and Life Directions or CLD 3100 Experiencing Career and Life Directions with a passing grade (2 credit hours).*

Note: Adult students with extensive professional experience should consult with the chair regarding this requirement.

*An internship of four credit hours may also be used to satisfy this requirement. A maximum of eight internship credit hours may be applied to the major, only two of which may carry the prefix of another discipline (i.e., not ECM). A maximum of 2 credit hours in CLD courses may be counted toward the ECM major.

2 credit hours

3. *Historical and Formal Contexts*

To understand different historical, cultural, and formal contexts, take at least eight credits from among the list of British, American, and world literature courses:

ECM 3010 British Literature I
 ECM 3020 British Literature II
 ECM 3200 Shakespeare
 ECM 3030 Early American Literature
 ECM 3040 Modern American Literature
 ECM 2110 Comparative Literature
 ECM 2129 World Drama
 ECM 3100 Foreign Literature in Translation

8 credit hours

4. *Diversity and Difference*

To explore diversity and difference, take at least one four-credit course from the 3500 literary series:

ECM 3519 African-American Writers
 ECM 3529 Women Writers
 ECM 3539 Southern Writers
 ECM 3540 Postcolonial and Immigrant Literature
 ECM 3559 Gender and Sexuality in Literature

4 credit hours

5. *Communication and Media*

To build a solid foundation in communication and media, take at least eight credits from any of these areas:

Writing, Journalism, and Student Publications
 ECM 2400 Media Writing and Ethics
 ECM 2410 Student Publications Practicum (1-2 credit hours)*
 ECM 2450 Introduction to Creative Writing

Film and Digital Media

ECM 2170 Topics in Film
 ECM 2460 New Media Studies
 ECM 3050 World Cinema

Communication

ECM 2440 Successful Communication at Work
 ECM 2600 Media and Culture
 ECM 2700 Media Production
 ECM 3620 Special Topics in Communication and Media Studies
 ECM 4700 Digital Videography

8 credit hours

6. Creativity and Innovation

To deepen creativity and innovation, take at least four credits and produce works in diverse media:

ECM 2400 Media Writing and Ethics

ECM 2410 Student Publications Practicum (1-2 credit hours)*

ECM 2450 Introduction to Creative Writing

ECM 2460 New Media Studies

4 credit hours

7. Electives in ECM

To discover or enhance areas of particular interest, take at least four additional credits of ECM electives at the 2000 level or above.

4 credit hours

8. Major Portfolio

To synthesize and transform learning, submit a portfolio in the major as part of the capstone course, ECM 4910. A satisfactory score on the portfolio is required for all ECM majors.

A course may be used to satisfy only one of the thematic requirements; “double dipping” is not permitted.

For ECM 3610 Special Topics in English and ECM 3620 Special Topics in Media and Communication Studies, a course may be repeated for credit if the topics are different (maximum of eight credit hours per course number).

*Students may enroll in ECM 2410 Student Publication Practicums repeatedly, for a maximum of eight credit hours counting toward the major. Students select one or two credits for the practicum when registering for the course. The difference reflects work expectations.

English with Secondary Licensure

The major consists of 72 credit hours of course work and satisfactory completion of the major portfolio. The distribution across themes is the following:

1. Content Area Core and Pedagogy

To gain core knowledge, take these six courses:

ECM 2510 Critical Methods

ECM 3700 Pedagogy of Language and Literacy for Adolescents (9-12)**

ECM 3701 Field Component for Pedagogy of Language and Literacy for Adolescents**

ECM 4300 Grammar and Linguistics

ECM 4301 Field Component for Grammar and Linguistics**

ECM 4910 Capstone Project

18 credit hours

2. Historical and Formal Contexts

To understand different historical, cultural, and formal contexts, take at least one four-credit course in each of the three literary categories:

--*British Literature*:

ECM 3010 British Literature I
 ECM 3020 British Literature II
 ECM 3200 Shakespeare

--*American Literature:*

ECM 3030 Early American Literature
 ECM 3040 Modern American Literature

--*World Literature:*

ECM 2110 Comparative Literature
 ECM 2129 World Drama
 ECM 2140 Mythology
 ECM 3100 Foreign Literature in Translation

12 credit hours

3. *Diversity and Difference*

To explore diversity and difference, take at least one four-credit course from the 3500 literary series:

ECM 3519 African-American Writers
 ECM 3529 Women Writers
 ECM 3539 Southern Writers
 ECM 3540 Postcolonial and Immigrant Literature
 ECM 3559 Gender and Sexuality in Literature

4 credit hours

4. *Creativity and Innovation; Composing in Multimedia*

To deepen creativity and innovation, take at least four credits and produce works in diverse media:

ECM 2400 Media Writing and Ethics
 ECM 2410 Student Publications Practicum (1-2 credit hours)*
 ECM 2440 Successful Communication at Work
 ECM 2450 Introduction to Creative Writing
 ECM 2460 New Media Studies

4 credit hours

5. *Electives in ECM*

To discover or enhance an area of particular interest, take at least four additional credits of ECM electives at the 2000 level or above. English education majors are encouraged to take an internship.

4 credit hours

6. *Major Portfolio*

To synthesize and transform learning, submit a portfolio in the major as part of the capstone course, ECM 4910. A satisfactory score on the portfolio is required for all ECM majors.

7. *Professional Studies Courses*

Take these nine professional studies courses: EDU 2100, EDU 2101, EDU 3100, EDU 3300, EDU 4000**, EDU 4930**, EDU 4940**, PSY 3200, SPE 2900, SPE 2901

A course may be used to satisfy only one of the thematic requirements; “double dipping” is not permitted.

For ECM 3610 Special Topics in English and ECM 3620 Special Topics in Media and Communication Studies, a course may be repeated for credit if the topics are different (maximum of eight credit hours per course number).

*Students may enroll in ECM 2410 Student Publication Practicums repeatedly, for a maximum of eight credit hours counting toward the major. Students select one or two credits for the practicum when registering for the course. The difference reflects work expectations.

** Professional studies courses require admission to the Teacher Education Program as a prerequisite.

Students seeking teacher licensure must obtain at least a grade of C or better in each major course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students are required to complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching, Initial Licensure, and Fieldwork Experiences Handbooks* available from the English coordinator to the Teacher Education Program. Copies are also on reserve in the library. Students desiring NCDPI licensure should be aware that graduation with licensure will require more than the minimum 124 semester hours.

Minors

English

The minor in English consists of 20 credit hours (five ECM courses) at the 2000 level or above. At least eight credits must be literature courses from the historical and formal contexts group:

- ECM 3010 British Literature I
- ECM 3020 British Literature II
- ECM 3200 Shakespeare
- ECM 3030 Early American Literature
- ECM 3040 Modern American Literature
- ECM 2110 Comparative Literature
- ECM 2129 World Drama
- ECM 3100 Foreign Literature in Translation

Twelve additional credits should be taken as ECM electives.

A major in English may not take a minor in English; if the student elects to pursue a minor in communication or creative writing, the 20 credit hours for the minor may not apply to the major (i.e., 20 distinct additional credit hours). A major in English and communication studies may not take a minor in either English or communication.

*A maximum of 4 credit hours of ECM 3800 may be used to fulfill the minor.

**A maximum of 4 credit hours in ECM 2410 publications may be used to fulfill the minor.

***Directed/independent studies may not be used to fulfill the requirements for the minor.

A course cannot be used to satisfy two different requirements for the minor.

Communication

The minor in communication consists of 20 credit hours (five ECM courses) at the 2000 level or above. At least eight credits must be taken in courses from the communication and media groups:

ECM 2400 Media Writing and Ethics
 ECM 2410 Student Publications Practicum (1-2 credit hours)*
 ECM 2450 Introduction to Creative Writing
 ECM 2170 Topics in Film
 ECM 2460 New Media Studies
 ECM 3050 World Cinema
 ECM 2440 Successful Communication at Work
 ECM 2600 Media and Culture
 ECM 2700 Media Production
 ECM 3620 Special Topics in Communication and Media Studies
 ECM 4700 Digital Videography

Twelve additional credits should be taken as ECM electives.

A major in English may not take a minor in English; if the student elects to pursue a minor in communication or creative writing, the 20 credit hours for the minor may not apply to the major (i.e., 20 distinct additional credit hours). A major in English and communication studies may not take a minor in either English or communication.

*A maximum of 4 credit hours of ECM 3800 may be used to fulfill the minor.

**A maximum of 8 credit hours in ECM 2410 publications may be applied to the minor.

***Directed/independent studies cannot be used to fulfill the requirements for the minor.

A course cannot be used to satisfy two different requirements for the minor.

Creative Writing

The minor in creative writing consists of 20 credit hours (five courses) at the 2000 level or above.

Required courses:

ECM 2450 Intro to Creative Writing
 THE 2110 Playwriting
 ECM 3450 Advanced Creative Writing
 ECM 2190 Literary Perspectives
 Another elective (from list)*

The additional required 2 credit hours can come from repeating ECM 3450, taking 2 credit hours of ECM 2410 Student Publications Practicum, or a pre-approved internship/directed study.

*Elective options:

ECM/THE 2350 Voice and Verse
 ECM 2400 Media Writing and Ethics
 ECM 3100 Foreign Literature in Translation
 ECM 2140 Mythology
 ECM 2180 Young Adult Literature
 ECM 2130 Science Fiction and Fantasy

ECM 2700 Media Production
ECM 4000 Movement/Author/Circle
ART/ECM 4700 Digital Videography

Exercise and Sport Studies

School of Sciences and Mathematics

The mission of the Exercise and Sport Studies (ESS) Program at Greensboro College is to prepare graduates to understand the biomechanical, physiological, psychological, and sociocultural bases of human movement within and across diverse populations, historical periods, and environmental conditions and apply this knowledge in academic and professional settings.

Upon completion of the ESS program, students will be prepared for positions in health promotion, health fitness and the sport industry. Students are also prepared to enter graduate programs in related disciplines. This program challenges students to study various dimensions of sport and physical activity in our society. Students are given opportunities to explore career paths and employment settings by completing an internship during their senior year. Students can select one or more of the three concentration areas, which include exercise science, sport management, and sport coaching. Given the number of electives in these program areas, students are encouraged to minor in a related discipline to support their work in the ESS program or satisfy prerequisites for graduate study. A minimum grade of C- in all required courses is mandatory.

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in exercise and sport studies/sport management. Students may earn a Bachelor of Science in exercise and sport studies/exercise science or in exercise and sport studies/sport coaching as specified by the concentrations listed below.

Degree requirements for the B.A. in exercise and sport studies/sport management include eight hours in courses at the 2000-level or higher with an ART, ECM, DAN, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in exercise and sport studies/exercise science, exercise and sport studies/sport management, or exercise and sport studies/sport coaching include eight hours in courses at the 2000-level or higher with a BIO or MAT prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

Students completing the B.A. or the B.S. in exercise and sport studies: sport

management must complete: KIN 1100, KIN 2350, KIN 3340, KIN 3380, KIN 3800, ESS 4420, ACC 1102, ECO 1050, ECO 3250, BUS 2002, BUS 2003, THE 2010, MAT 2020.

Students completing the B.S. in exercise and sport studies: exercise science must complete: ESS 4360, ESS 4400, ESS 4410, HLT 3250, KIN 1100, KIN 2350, KIN 3330, KIN 3340, KIN 3350/3355, KIN 3390/3395, and KIN 3800. BIO 2300, BIO 2400, and MAT 2360 are required related courses.

Students completing the B.S. in exercise and sport studies: sport coaching must complete: HLT 3250, KIN 1100, KIN 2300, KIN 2350, KIN 3330, KIN 3340, KIN 3350/3355, KIN 3380, KIN 3390/3395, KIN 3800, ESS 3320, ESS 3340, ESS 4400, ESS 4420. BIO 2300, BIO 2400, and MAT 2360 are required related courses.

Health and Physical Education

School of Sciences and Mathematics

(See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

Degree Requirements

Students may earn a Bachelor of Science degree in health and physical education. Degree requirements for the B.S. in health and physical education include eight hours in courses at the 2000-level or higher with a BIO or MAT prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

Students pursuing the health and physical education major with P-12 licensure are required to complete the following courses in their major: HLT 2260, HLT 2270, HLT 3250, HLT 3720, HLT 3721, KIN 2300, KIN 2350, KIN 3350, KIN 3355, KIN 3390, KIN 3395, PHE 2001, PHE 2002, PHE 2003, PHE 2004, PHE 2005, PHE 3710, PHE 3711, PHE 3730, PHE 3731.

Professional studies course requirements are as follows: EDU 2100, EDU 2101, SPE 2900, EDU 3100, PSY 3200, EDU 3770, EDU 4000, EDU 4930, and EDU 4940.

Required related courses include BIO 2400, and a highly recommended coaching elective ESS 3340.

Students seeking teacher licensure must obtain at least a grade of C in each major course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students must complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching*, *Initial Licensure*, and *Field Experiences Handbooks* available from the health and physical education coordinator to the Teacher Education Program. Copies are also on reserve in the library. Students desiring NCDPI licensure should be aware that graduation with licensure may require more than the minimum 124 semester hours.

Health Sciences

School of Sciences and Mathematics

This Bachelor of Science degree, housed in the Department of Kinesiology, is designed to prepare students for graduate education in occupational therapy (OT), physical therapy (PT), athletic training (AT), wellness and human performance, and other areas of health care, within the context of a liberal arts education setting. An additional focus of the program is to prepare students for certification exams through the American College of Sports Medicine (ACSM) and National Strength and Conditioning Association (NSCA). Health Sciences is an interdisciplinary Bachelor of Science program that includes courses from all departments in the School of Sciences and Mathematics, based on graduate-school admissions requirements.

Students can complete the required coursework during their four years at Greensboro College. While enrolled in the Health Sciences program, they must complete a minimum of 46 credits of *required* and 28 credits of *required-related* coursework, and are encouraged to choose from additional *recommended* courses. Students must complete 124 cumulative credits to graduate with the B.S. in Health Sciences degree. The college strongly recommends that students minor in Biology, Chemistry or Health Sciences to enhance their opportunities to be admitted to graduate school. In some cases, students may have to take additional courses to meet the specific admission requirements of the graduate school of their choice.

Note:

Students planning to apply to graduate professional programs in health sciences are recommended to complete most of the prerequisite courses for those graduate programs (e.g. Physics I & II, Biology I & II, Chemistry I & II, etc.) prior to beginning other Health Sciences required coursework. Anatomy and Physiology (prerequisites for most professional health science programs) and Physics I are included in the Health Sciences curriculum but should also be completed prior to other Health Sciences required coursework such as Exercise Physiology or Biomechanics. Students are strongly encouraged to consult with their advisor to discuss their individual 4-year coursework plan.

Degree Requirements

Students may earn a Bachelor of Science degree in health sciences. Degree requirements for the B.S. in health sciences include two courses as listed here, or their transferred equivalents: MAT 2360, and either BIO 2300 or BIO 2400.

Additionally, students must complete all requirements listed in this *Catalog* in the

section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

Pre-Requisite Course:

KIN 1100: Personal Fitness and Wellness (4)

KIN 1100 is not counted in the hours for the health sciences major but is a prerequisite for several courses in the major.

Required Courses (46 credits)

BIO 2300: Human Anatomy and Physiology I and Laboratory (4)
 BIO 2400: Human Anatomy and Physiology II and Laboratory (4)
 PHY 1100: General Physics I and Laboratory (4)
 HLT 3250: Human Nutrition (4)
 KIN 3390: Biomechanics and Laboratory (4)
 KIN 3350: Exercise Physiology and Laboratory (4)
 HLT 2100: Medical Terminology (2)
 HLT 3800: Internship (4)
 ESS 4360: Exercise Physiology for Special Populations (4)
 MAT 2360: Statistics (4)
 ESS 4410: Exercise Testing, Prescription, and Supervision (4)
 HLT 4000: Research Methods in Physical Activity (4)

Required-Related Courses (28 credits)

BIO 1300: Intro to Animal Biology and Laboratory (4)
 BIO 1350 OR Introduction to Plants and Ecosystems and Lab (4) OR
 BIO 1110: General Biology II and Laboratory (4)
 CHM 1100: General Chemistry I and Laboratory (4)
 CHM 1200: General Chemistry II and Laboratory (4)
 MAT 1050: Functions and Their Applications (4)
 PSY 1100: General Psychology (4)
 KIN 3340: Socio-cultural Foundation in Exercise and Sport (4) OR other PSY course

Recommended Courses

PSY 2100: Child and Adolescent Development (4) (*recommended for OT*)
 PSY 2400: Abnormal Psychology (4) (*recommended for OT*)
 PHY 1200: General Physics II and Laboratory (*recommended for PT and AT*)
 HLT 4640: Assessment and Treatment of Medical Conditions (4)
 (*recommended for AT, PT*) (This course is cross listed as ATH 4640)
 ESS 4400: Strength and Conditioning (4) (*recommended for PT and AT, Wellness and Performance programs*)
 THE 2010: Public Speaking (4) (*strongly recommended for all graduate programs*)

Note: Some of the required major courses and required related courses will also satisfy general education and B.S. requirements.

Health Minor

The minor in Health is a course of study designed to provide students with an understanding of up-to-date knowledge on a variety of health topics that will benefit students both personally and professionally. It will consist of 20 semester hours and include the following courses offered by the Department of Kinesiology: HLT 2260, HLT 2270, HLT 3250, KIN 1100, and KIN 3330.

History

School of Humanities

The History Department offers courses to satisfy a general education requirement, the Bachelor of Arts, as well as to pursue a major in History, History/Political Science, History/Religion, or to become licensed to teach high school social studies.

General education requirements include four semester hours of history. This enables students to achieve a sense of history as stated in Greensboro College's mission statement. To fulfill this requirement, students normally may take one of the 1000 or 2000 level survey courses. These courses serve as the prerequisite for higher level history courses. A waiver of a prerequisite may be granted by the instructor of a course at the 3000 level or above.

Degree Requirements

Students may earn a Bachelor of Arts degree in history or history/social studies licensure. Degree requirements for the B.A. in history or history/social studies licensure include eight hours in courses at the 2000-level or higher with an ART, ECM, GRK, HEB, HIS, MUS, or THE prefix, or their transferred equivalents.

Students may earn a Bachelor of Arts degree in history and political science, and in history and religion. For full descriptions of those requirements, see the sections of this *Catalog* entitled History and Political Science and History and Religion, respectively.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

The major in history consists of a minimum of 40 hours. Required courses include 12 hours at the 1000 level. Choose three of HIS 1150, 1160, 1210, 1220, 1230, or 1240. At least one of those must be in Western Civilizations, either HIS 1150 and/or HIS 1160. Additionally required are 8 hours at the 2000 level and above, and 16 hours at the 3000 level and above, and HIS 4900. Students choose their 24 hours at the 2000 level and above in a balance of American and European history courses. Note: Students in the Honors Program may count HON 2110 as a 2000-level HIS course, and any student may take HIS 3800 (Internship) in place of any 3000 level history course. Social studies licensure students must also take HIS 3001, HIS 3700 and 3701.

Students must earn a C- or better in each and all of their major courses. All history majors should demonstrate the capacity for critical reading and thinking, to do research in scholarly secondary and primary sources, and to present ideas in written and oral form. All history courses are writing intensive and involve individual and group work as well as oral presentations. All 3000-level history courses include a major research paper. History majors are encouraged to seek a variety of skills in other areas which will enable them to compete in the legal, business, governmental and teaching professions. The chief goal of the history major is always to achieve a sound broad liberal education.

The Department of History does not offer a concentration within the liberal studies major.

Minor Requirements

A minor in history consists of a minimum of 20 hours; at least 12 hours at the 2000 level or above; of which at least 4 hours must be at the 3000 level or above. Students may count up to two 1000-level history courses (8 hours) toward this minor. Students must earn a C- or better in each and all of their minor courses.

Requirements for Combined History and Political Science Major

Greensboro College offers a combined major in history and political science. Please see the section of this *Catalog* entitled History and Political Science for those major requirements.

Requirements for Combined History and Religion Major

Greensboro College offers a combined major in history and religion. Please see the section of this *Catalog* entitled History and Religion for those major requirements.

Social Studies Licensure

(See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

Students majoring in history and pursuing social studies licensure are required to complete the following courses in their major: choose three of HIS 1150, 1160, 1210, 1220, 1230, or 1240. At least one of those must be in Western Civilizations, either HIS 1150 and/or HIS 1160. Additionally required are four hours at the 2000 level and above and eight additional hours at the 3000 level or above. There must be a balance between U.S. history and European history. Note: Note: Students in the Honors Program may count HON 2110 as a 2000-level HIS course, and any student may take HIS 3800 (Internship) in place of any 3000 level history course. Students must complete additional requirements in the social sciences including ECO 1050; POL 1100; ECO 3250, POL 3240 or POL 3420; and one additional course in political science at the 2000 level or above; PSY 1100; one additional psychology course at the 2000 level or above; SOC 2010 or SOC 2207.

Professional course requirements are as follows: EDU 2100, EDU 2101, EDU 3100, EDU 3300, EDU 3770, EDU 4000, EDU 4930, EDU 4940, HIS 3001, HIS 3700, HIS

3701, PSY 3200, SPE 2900, and SPE 2901.

Students seeking teacher licensure must obtain at least a grade of C in each major course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students are required to complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching, Initial Licensure, and Field Experiences Handbooks* available from the social studies coordinator to the Teacher Education Program. Copies are also on reserve in the library. Students desiring NCDPI licensure should be aware that graduation with licensure may require more than the minimum 124 semester hours.

History and Political Science

Degree Requirements

Students may earn a Bachelor of Arts degree in history and political science. Degree requirements for the B.A. in history and political science include eight hours in courses at the 2000-level or higher with an ART, ECM, GRK, HEB, HIS, MUS, or THE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

A combined major in history and political science requires a minimum of 40 semester hours. The following courses are required: either HIS 1230 or 1240, either HIS/POL 3340 or HIS 3350, POL 1100, POL 2110, POL 4200, HIS/POL 2115 or HIS/POL 3310, HIS 4900, and POL 4900. The remaining required courses must include a HIS course at the 2000 level or higher and a POL course at the 3000 level or higher. Note: Students in the Honors Program may count HON 2110 as a 2000-level HIS course.

HIS 1160, while a prerequisite for some required major courses, cannot be counted toward the major in history and political science.

A combined concentration in history and political science is not available within the Liberal Studies major.

History and Religion

School of Humanities

Degree Requirements

Students may earn a Bachelor of Arts degree in history and religion. Degree requirements for the B.A. in history and religion include eight hours in courses at the

2000-level or higher with an ART, ECM, GRK, HEB, HIS, MUS, or THE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

A combined major in History and Religion (HIRE) requires a minimum of 48 semester hours.

The following Religion, Ethics and Philosophy (REP) courses are required (24 hours total): Complete the Religious and Ethical general education requirement from the available options of 1000-level REP courses for eight hours; and three additional 2000- or 3000-level REP courses; and REP 4900.

The following History courses are required (24 hours total): complete the History general education requirement from the available options of 1000- and 2000-level HIS courses for four hours; one additional 1000- or 2000-level HIS course for four hours; three 3000-level HIS courses for twelve hours; and HIS 4900 for four hours. Note: Students in the Honors Program may count HON 2110 as a 2000-level HIS course. HIRE majors can also use 2000- or 3000-level HIS courses to fulfill part of their B.A. requirement.

HIRE majors must earn a C- or better in all of their major courses.

Neither a history minor nor a religion minor is an option for this major, though any other minor in the curriculum may be pursued.

HIRE majors can earn a total of eight hours of internship credit in their major; four in History (HIS 3800) and four in Religion, Ethics and Philosophy (REP 3800) in place of two required 2000- or 3000-level courses.

A combined concentration in history and religion is not available within the liberal studies major.

Human Development and Family Science

School of Social Sciences and Education

A major in human development and family science includes a minimum of 40 hours of coursework. This multidisciplinary program includes a core of six required courses from the departments of Psychology, Sociology and Education. These requirements include both a research methods course in the social sciences and a capstone experience involving an internship in Child and Family Studies. Graduates from this program will go on to have professional positions working with children and families.

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in human development and family science.

Degree requirements for the B.A. in human development and family science include eight hours in courses at the 2000-level or higher with an ART, ECM, DAN, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in human development and family science include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements**Core requirements:**

Course Number	Course Title	Credit Hours
PSY 2100	Child and Adolescent Development	4
SOC 3309	Families in Society	4
BKE 3100	Professional Partnering with Diverse Families	4
BKE 3730/31	Supporting Early Human Development	4
SSC 3600	Research Methods in the Social Sciences	4
CFS 3800	Internship in Child and Family Studies	4

Total hours = 24

Major Electives:

Students will choose a total of four electives. At least one must come from each of the three groups listed. The last elective can be from any of the classes listed below.

Take one from the following:

CRI 3100	Deviance	4
SOC 3509	Race, Class and Gender	4
SOC 3359	Family Violence	4
SOC 3360	Juvenile Delinquency	4
SOC 3600	Human Services	4
LGA 3250	Family Law	4

Take one of the following:

PSY 2510	Health Psychology	4
PSY 2609	Human Sexuality	4
PSY 3200	Educational Psychology	4
PSY 3300	Sensation and Perception	4
PSY 4100	Learning, Memory and Cognition	4
PSY 4300	Social Psychology	4

Take one of the following:

EDU 2509	Women and Gender in Education	4
EDU 4500	Special Topics in Education	4
BKE 3710	Behavior Guidance in Early Childhood	
BKE 3720	Emerging Literacy Development	4
ELE 3755	Arts and Literature for Children	4
SPE 2900 and SPE 2901	Diverse Populations (3) and Field Component (1)	4

Legal Administration

School of Social Sciences and Education

The curriculum in legal administration offers basic instruction in legal principles and skills that can be transferred to law firms, banks, corporations, and government agencies. This program is designated as a qualified paralegal studies program by the North Carolina State Bar, Board of Paralegal Certification. Completion of a legal administration certificate meets only one of the requirements for North Carolina Bar Association paralegal certification. Additional requirements include an earned associate's, bachelor's, or master's degree from an accredited post-secondary institution or a J.D. from an American Bar Association accredited law school. Applicants must also achieve a satisfactory score on the North Carolina paralegal certification exam. Additional information can be found on the webpage of the North Carolina State Bar Association.

Certificate of Study Requirements

Certificates of Study are available only to non-degree seeking students. The Certificate of Study consists of at least 20 hours in legal administration courses including LGA 2100. Elective courses may be chosen to provide a general background or may be focused in a particular content area to provide specializations.

Minor Requirements

A minor in legal administration consists of at least 20 hours in legal administration courses. The following courses are required: LGA 2100 and at least 16 additional hours in LGA electives.

The Department of Political Science and Legal Administration does not offer a concentration within the liberal studies major.

Liberal Studies

Liberal studies is an interdisciplinary major that emphasizes the liberal arts tradition. The major in liberal studies is designed to allow students to pursue a concentration while exploring other academic interests. Students majoring in liberal studies select a

structured, coherent major similar to all majors at the College. Majoring in liberal studies offers students a broad-based academic program.

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in liberal studies.

Degree requirements for the B.A. in liberal studies include eight hours in courses at the 2000-level or higher with an ART, ECM, DAN, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in liberal studies include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

Students majoring in liberal studies must have an academic concentration in one area of the College that offers a major, excluding those disciplines listed below. To fulfill requirements for the concentration, students must complete 20-24 credit hours from courses within a disciplinary department of the College that offers a major, excluding required related courses. Concentrations may include courses with more than one prefix (for example, a concentration in education may include EDU, ELE, MGE, and SPE courses). Students must abide by all conditions and requirements as set forth by the major in order to complete their area of concentration. Some departments do not allow concentrations for the liberal studies major; these departments are listed below. At least 12 credit hours in the concentration must be in courses at the 3000 level and above. Included in these 12 credit hours must be a 4-hour culminating experience comprised of CLD 3100 for 2 credit hours plus an internship in the concentration discipline for a minimum of 2 credit hours. There are two disciplinary exceptions to the CLD 3100/internship combination: for the business concentration, students are required to take the four 1-credit hour Careers in Business sequence. For education concentrations, students are required to take EDU 4000 and a 1-hour field component course. Any additional hours completed in the concentration discipline beyond 24 hours will not count toward the major, but will count as general electives. In addition to the concentration, students are required to take at least 16 credit hours of courses at the 3000 level and above outside their primary area of concentration, with no more than 8 of these hours in any one discipline, to complete the major in liberal studies. Students majoring in liberal studies may not double-major.

The following disciplines do not offer a concentration for the liberal studies major: athletic training, history, combined history and political science, combined history and religion, political science, and psychology.

Mathematics

School of Sciences and Mathematics

The mathematics curriculum is designed to meet the undergraduate preparation of students who are seeking to: (1) pursue careers in industry as engineers, actuaries, statisticians or mathematicians; (2) enter graduate school in mathematics, statistics, engineering, computer science or operations research; or (3) teach mathematics on the elementary or secondary level.

Degree Requirements

Students may earn a Bachelor of Science degree in mathematics. Degree requirements for the B.S. in mathematics include eight hours in courses at the 2000-level or higher with a MAT prefix, or their transferred equivalents. Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

MAT 2060	Calculus I	4
MAT 2070	Calculus II	4
MAT 2080	Calculus III	4
MAT 2160	Linear Algebra	4
MAT 2360	Statistics	4
MAT 3030	Logic and Set Theory	4
MAT 3050	Differential Equations	4
MAT 3410	Abstract Algebra	4
MAT 4900	Seminar	4
<i>Choose at least one course from each group below</i>		
Group I:		
MAT 2050	Discrete Mathematics	4
MAT 2500	Special Topics in Mathematics	4
Group II:		
MAT 3020	Geometry	4
MAT 3500	Intermediate Special Topics in Mathematics	4
Group III:		
MAT 4110	Real Analysis	4
MAT 4500	Advanced Special Topics in Mathematics	4
Total hours		48

Required related course:

CSC 1100	Programming I	4
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Minor Requirements

MAT 2060	Calculus I	4
MAT 2070	Calculus II	4
MAT 2160	Linear Algebra	4
MAT 2360	Statistics	4
MAT 3050	Differential Equations	4

NOTE: MAT 1000, 1010, 1030, 1050, 2000, 2020, 3700, and CSC 1010 cannot be counted toward the major or minor in mathematics.

Mathematics Education

School of Sciences and Mathematics

(See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

Degree Requirements

Students may earn a Bachelor of Science degree in mathematics education. Degree requirements for the B.S. in mathematics education include eight hours in courses at the 2000-level or higher with a MAT prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major courses:

CSC 1100	Programming I	4
MAT 2060	Calculus I	4
MAT 2070	Calculus II	4
MAT 2160	Linear Algebra	4
MAT 2360	Statistics	4
MAT 3020	Geometry	4
MAT 3021	Field Component for Geometry	1
MAT 3030	Logic and Set Theory	4
MAT 3410	Abstract Algebra	4
MAT 3700	Pedagogy of Mathematics (9-12)	4
MAT 3701	Field Component for Pedagogy of Mathematics (9-12)	1

Professional Studies courses:

EDU 2100	21 st Century Schools I	2
EDU 2101	Field Component for 21 st Century Schools I	1
EDU 3100	Introduction to Technology, Planning, and Assessment	4
EDU 3300	Positive Support Behavior	3
EDU 3770	Disciplinary Literacy	3
EDU 4000	21 st Century Schools II	3
EDU 4930	Student Teaching Seminar	2

EDU 4940	Student Teaching	10
PSY 3200	Educational Psychology	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for Diverse Populations	1

Students seeking teacher licensure must obtain at least a grade of C in each major course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students are required to complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching, Initial Licensure, and Field Experiences Handbooks* available from the mathematics coordinator of the Teacher Education Program. Copies are also on reserve in the library. Students desiring NCDPI licensure should be aware that graduation may require more than the minimum 124 semester hours.

Middle Grades Education

School of Social Sciences and Education

(See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

Degree Requirements

Students may earn a Bachelor of Arts in middle grades education with a concentration in social studies or language arts, or a Bachelor of Science degree in middle grades education with a concentration in science or mathematics.

Degree requirements for the B.A. in middle grades education with a concentration in social studies or language arts include eight hours in courses at the 2000-level or higher with an ART, ECM, DAN, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in middle grades education with a concentration in science or mathematics include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Professional Studies Courses:

EDU 2100	21 st Century Schools I	2
EDU 2101	Field Component for 21 st Century Schools I	1
EDU 3100	Introduction to Technology, Planning, and Assessment	4
EDU 3300	Positive Support Behavior	3
EDU 3770	Disciplinary Literacy (for Mathematics, Social Studies,	3

	and Science concentrations)	
EDU 4000	21 st Century Schools II	3
EDU 4930	Student Teaching Seminar	2
EDU 4940	Student Teaching	10
MGE 4970	History and Organization of Middle Grades Education	2
PSY 3200	Educational Psychology	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for Diverse Populations	1

Required Related Courses: Students choose at least one area for an academic concentration:

	Science	
BIO 1300	Introduction to Animal Biology and Lab	4
BIO 1350	Introduction to Plant Biology and Lab	4
Choose one of the following four BIO courses:		
BIO 3450 or	Environmental Science and Lab or	4
BIO 2220 or	Systematics of Seed Plants and Lab or	
BIO 2230 or	Natural History of Vertebrates and Lab or	
BIO 2250	Ornithology and Lab	
MGE 3710	Pedagogy of Science in Middle Schools	3
MGE 3711	Field Component for Pedagogy of Science in Middle Schools	1
SCI 1100	Earth/Space Sciences	4
SCI 1150	Physical Science and Lab	4
SCI 3001	Intermediate Science Field Component	1
	Social Studies	
HIS 1150	Western Civilization I	4
HIS 1160	Western Civilization II	4
HIS 2700	Teaching North Carolina History	4
HIS 3001	Intermediate History Field Component	1
POL 1100	Introduction to American Government	4
SOC 2010	Cultural Geography	4
ECO 1050	Principles of Economics	4
Choose one of three:		
POL 2110 or	International Relations or	4
POL 2120 or	Comparative Government or	4
POL 3420	Politics of Developing Nations	4
MGE 3720	Pedagogy of Social Studies in Middle Schools	3
MGE 3721	Field Component for Pedagogy of Social Studies in Middle Schools	1

Mathematics		
MAT 2050	Discrete Mathematics	4
MAT 2060	Calculus I	4
MAT 2160	Linear Algebra	4
MAT 2360	Statistics	4
MAT 3020	Geometry	4
MAT 3021	Field Component for Geometry	1
MAT elective	Elective	4
MGE 3730	Pedagogy of Mathematics in Middle Schools	3
MGE 3731	Field Component for Pedagogy of Mathematics in Middle Schools	1

Language Arts		
ECM 2510	Critical Methods	4
MGE 3740	Pedagogy of Language and Literacy in Middle Schools	4
MGE 3741	Field Component for Pedagogy of Language and Literacy for Middle Schools	1
ECM 4300	Grammar and Linguistics	4
ECM 4301	Field Component for Grammar and Linguistics	1

Choose one of three:

ECM 2110 or	Comparative Literature or	
ECM 2129 or	World Drama or	4
ECM 2140	Mythology	4

Choose one of four:

ECM 3010 or	British Literature I or	4
ECM 3020 or	British Literature II or	4
ECM 3030 or	Early American Literature or	4
ECM 3040	Modern American Literature	4

Choose one of five:

ECM 2400 or	Media Writing and Ethics or	
ECM 2440 or	Successful Communication at Work or	
ECM 2450 or	Introduction to Creative Writing or	
ECM 2460 or	New Media Studies or	
ECM 2410*	Student Publications Practicum	4

* 1-2 hour course; may be repeated for credit

Choose one of three:

ECM 2170 or	Introduction to Film or	4
ECM 2460 or	New Media Studies or	4
ECM 3050	World Cinema	4

Students seeking teacher licensure must obtain at least a grade of C in each major

course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students are required to complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching, Initial Licensure, and Field Experiences Handbooks* available from the middle grades education coordinator of the Teacher Education Program. Copies are also on reserve in the library. Students desiring NCDPI licensure should be aware that graduation may require more than the minimum 124 semester hours.

Music

School of the Arts

The Department of Music is a fully accredited member of the National Association of Schools of Music. The Department of Music defines its mission in developing the musical knowledge, appreciation, talents, skills, and teaching abilities of its students within the dual traditions of the liberal arts and Judeo-Christian faith.

While the primary foci are the musical skills development, musical understanding, performance development, teaching skills development, and music appreciation of its students, the Department of Music strongly supports the liberal arts curriculum necessary for students to function as educated, responsible citizens as well as to communicate effectively as musicians and teachers. At Greensboro College, students may pursue the Bachelor of Arts in music, the Bachelor of Science in music, the Bachelor of Music Education, or a Certificate of Church Music. The Department of Music has maintained a tradition of excellence and a reputation developing musical performance and teaching skills of its students throughout the long history of the College.

All incoming majors are required to (1) audition, (2) be tested in ear training and sight singing, (3) sight read, and (4) be interviewed by members of the Music Department. Admittance will be carefully judged based upon the following elements:

- A. TEACHER RECOMMENDATION - from teacher, coach, conductor, director or mentor in music. If there is no music teacher, then a recommendation from the general school teacher, counselor or principal – to determine skill level, intent, career goals, work ethic, and discipline, is acceptable.
- B. PREPARATION FOR THE DISCIPLINE - courses, lessons, experience - through a preview of materials submitted by each candidate.
- C. AUDITION: (All must be prepared to sight read, sight sing, and take a short ear training test):
 1. INSTRUMENTAL MUSIC - play three music selections: two classical of contrasting style; one selection of their choice (jazz, musical, pop, rock).
 2. VOCAL MUSIC - sing three music selections: two classical of contrasting style; one selection of their choice (jazz, musical, pop, rock).
- D. INTERVIEW - one-on-one conversation with judges to determine the

candidate's interests, intent, career goals, understanding of major - its requirements, rehearsals, performances.

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in music.

Degree requirements for the B.A. in music include eight hours in courses at the 2000-level or higher with an ART, ECM, DAN, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in music include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

Music Course Requirements for a B.A. /B.S. in Music:

Musicianship

MUS 1010	Music Theory I	2
MUS 1020	Music Theory II	2
MUS 1030	Sight Singing and Dictation I	1
MUS 1040	Sight Singing and Dictation II	1
MUS 1150	Piano Proficiency I	1
MUS 1160	Piano Proficiency II	1
*MUS 1210	English and Italian Diction	2
*MUS 1220	French and German Diction	2
MUS 2010	Music Theory III	2
MUS 2020	Music Theory IV	2
MUS 2030	Sight Singing and Dictation III	1
MUS 2040	Sight Singing and Dictation IV	1
MUS 2090	Music Literature	2
MUS 2150	Piano Proficiency III	1
MUS 2160	Piano Proficiency IV	1
**MUS 3000	Junior Recital	1
MUS 3110	Music History I	3
MUS 3120	Music History II	3
**MUS 4000	Senior Recital	1

*Required only for students whose primary instrument is voice

**Required only for students pursuing a performance concentration

Musical Performance

Applied: Principal Instrument 16 hours total

Ensembles :		8 hours total
MUS 1601	Marching/Concert Band	
MUS 1602	Brass Ensemble	
MUS 1603	Opera Workshop	
MUS 1604	Chamber Singers	
MUS 1605	String Ensemble	
MUS 1606	Philharmonia	
MUS 1607	Handbells	
MUS 1608	Woodwind Ensemble	
MUS 1611	Percussion Ensemble	
MUS 1612	Jazz Workshop	
MUS 1613	Brass Quintet	
MUS 1614	Chorale	
MUS 1615	Jazz Ensemble	
MUS 1616	Show Choir	
MUS 1617	New Music Ensemble	
MUS 1618	Small Ensemble	

Electives

Students must successfully complete sufficient elective courses to reach a total 124 semester hours, which is the minimum number of hours required for the degree. Elective courses are those that do not count toward general education or major requirements.

Music electives (choice of students):

MUS 1050	Harmonic Materials for Improvisation	2
MUS 2050	Improvisation I	2
MUS 2060	Improvisation II	2
MUS 2080	Jazz Appreciation	4
MUS 3010	Introduction to Counterpoint	3
MUS 3040	Orchestration and Form	2
MUS 3100	Church Music	2
MUS 3230	History of the Art Song	2
MUS 3730	Conducting	3
MUS 4030	Advanced Conducting	2
MUS 4350	Voice Pedagogy	2

For general education requirements for a B.A./B.S. in music, please refer to the section of this *Catalog* entitled General Education Requirements.

Music majors (B.A./B.S.) with **concentrations in performance** are required to present a half-hour recital during the junior year and a one-hour recital during the senior year. These recitals are represented as MUS 3000, Junior Recital and MUS 4000, Senior Recital in the major requirements listed above. Music majors pursuing the B.A./B.S. in music who do not seek a performance concentration are not required to present recitals. Music education majors are required to present a half-hour recital in the junior or senior year. This recital is represented as MUS 3000, Junior Recital in the music education major requirements. Music education majors cannot present a recital during the semester of student teaching. A recital jury must be scheduled at

least one month prior to the date of the recital.

It is mandatory for all music majors to earn at least a C- in all required major courses. Students who receive less than a C- in a required major course must repeat the course until a C- is earned.

Repertoire Classes

Repertoire classes are scheduled in conjunction with performance studies and attendance is required of all music majors.

Recitals/Concerts

Recitals and concerts of the Music Department are scheduled in conjunction with performance studies and attendance reported by the students is required.

Minor Requirements

A minor in music requires 20 hours consisting of four hours of Music Theory, MUS 1010 and MUS 1020; two hours of Sight Singing and Dictation, MUS 1030 and MUS 1040; two hours of Piano Proficiency, MUS 1150 and MUS 1160; two hours of Music Literature, MUS 2090; either MUS 1100 or 2080; four hours in one instrument; and two hours of MUS electives.

Concentration in Digital Music Production

This concentration approaches digital music production from the musician's perspective, providing extensive instruction in traditional music theory, history and analysis, as well as professional preparation for decision-making in contemporary studio music. Intended for those with significant prior music performing experience, students wishing to enter this concentration must demonstrate musical skills as do students in the music performance and music education majors. This concentration also requires substantial study in the School of Business so students may enter the field ready to compete.

Requirements:

Students must make a grade of C- or above in each required course: MUS 1010 (2), 1020 (2), 1030 (1), 1040 (1), 1050 (2), 1150 (1), 1160 (1), 2090 (2), 3040 (3), 3110 (3), 3120 (3), 3210 (2), 3220 (2), 4500—specifically *American Music* (12), 1612 (4), Private Lessons in Major Instrument—MIDI and Studio Keyboard and Computer Production (16), Ensembles (4). Additionally, all students must present a project or performance in their senior year. All students must also complete the following required related courses: ACC 1102 (4), BUS 2003 (4), BUS 3220 (4), and ECO 1050 (4). Required courses will also satisfy the Fine Arts and Social Sciences general education requirements.

Concentration in Contemporary Improvisation

“Contemporary” has emerged as a description for music that does not fit easily into pre-determined categories such as rock, jazz, folk, classical, and so forth. It may

apply equally well to styles derived from “roots” music, styles fusing different streams of music making, even those seeming to be incompatible. “Improvisation” describes an approach to music making common to most of the world’s music, both “classic” and indigenous, requiring the performers to spontaneously compose accretions to the existing work or, in some cases, wholly invent the music in the moment. (It is worth mentioning that even in our Western tradition of notated music, the idea of a solo performer’s embellishing the written score was typical through much of the nineteenth century.) Contemporary Improvisation ensembles approach music as a living process, and while musicians in those ensembles may choose to transcribe their sources or compositions, the music itself is subject to creative re-interpretation. Ensembles work under the guidance of a faculty member to plan a musical direction, study process, and goal. In addition, the curriculum emphasizes writing (song lyrics and other) and cultural awareness as means of acquiring greater creative inspiration.

Requirements:

Students must make a C- or better in each required course: MUS 1010 (2), 1020 (2), 1030 (1), 1040 (1), 1050 (2), 1150 (1), 1160 (1), 1230 (2), 1240 (2), 1621, Contemporary Improvisation Ensembles (7), 1612 (1), 2050 (2), 2060 (2), 2090 (2), 3110 (3), 3120 (3), 3210 (2), 3220 (2), 4500—specifically *American Music* (3), Private Lessons in Major Instrument (16). Additionally, all students will be required to complete a recital in their senior year. All students must also complete the following required related courses: ECM electives at the 2000 level (8) and ECM electives at the 3000 level (8). Four hours of upper level MUS and a 4-hour upper level ECM elective will also complete the B.A. requirements.

Certificate in Church Music

Students currently pursuing the B.A. or B.S. degree in music, and students who have already earned a degree in music, may pursue a Certificate in Church Music. The overall goal of the church music curriculum is to develop church musicians by offering opportunities to acquire the knowledge and skills necessary to be effective in that field. Course requirements for the Certificate in Church Music are the same as those listed for the major in music. (MUS 1010, 1020, 1030, 1040, 1150, 1160, 2010, 2020, 2030, 2040, 2090, 2150, 2160, 3110, and 3120; Private Lessons in Major Instrument (16 hours); plus the following additional courses and requirements:

Church Music Certificate courses:

MUS 2130	History of Church Music	2
MUS 3040	Orchestration and Form	3
MUS 3140	Contemporary Issues in Church Music	2
MUS 3730	Conducting	3
MUS 3740	Church Music Administration, Repertoire, and Methods	3
MUS 3741	Fieldwork Component	1
MUS 3800	Internship or Church Music Position	3

Students must present a senior recital; a junior recital is strongly encouraged.

The eight hours of ensembles must include two hours of handbells and four hours of Chamber Singers or Chorale. Students must accompany for two semesters.

Required Related Courses:

*REP 1100	Introduction to Christian Theology	4
*REP 3200	The History and Theology of Methodism	4

*The eight hours of REP courses may be substituted as advised by the Religion, Ethics and Philosophy faculty.

Music Education

School of the Arts

(See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

The North Carolina DPI Music Licensure, K-12, offers a broad range within its certification. Music licensure (K-12) is offered in choral music and instrumental music at Greensboro College. Music education majors study one principal instrument which includes a band or orchestral brass or woodwind instrument, percussion, organ, piano, voice, orchestral string instrument and guitar. Students may elect to study a second principal instrument. Music education majors are required to participate in at least five semesters of a large ensemble pertaining to their principal applied study (Marching/Concert Band, Chorale) and at least three semesters of a small ensemble as recommended by their principal applied teacher.

These programs prepare students for licensure in public school music while enabling them to achieve a high level of professional competence in their chosen fields as well as preparing them for entrance into graduate study.

Degree Requirements

Students may earn a Bachelor of Music Education degree in music education.

Degree requirements for the B.M.E. in music education include eight hours in courses at the 2000-level or higher from one of these two groups: courses with an ART, ECM, DAN, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix; or courses with a BIO, CHM, MAT, or URE prefix. All eight hours, or their transferred equivalents, must come from one group. The first group (ART, ECM, DAN...or THE) will be assumed unless the student declares otherwise with the Registrar's Office.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Course Requirements for the Bachelor of Music Education with Licensure (Instrumental)**Major courses: Basic Musicianship and Performance:**

MUS 1010	Music Theory I	2
MUS 1020	Music Theory II	2
MUS 1030	Sight-Singing and Dictation I	1

MUS 1040	Sight-Singing and Dictation II	1
MUS 1150	Piano Proficiency I	1
MUS 1160	Piano Proficiency II	1
MUS 2010	Music Theory III	2
MUS 2020	Music Theory IV	2
MUS 2030	Sight Singing and Dictation III	1
MUS 2040	Sight Singing and Dictation IV	1
MUS 2090	Music Literature	2
MUS 2150	Piano Proficiency III	1
MUS 2160	Piano Proficiency IV	1
MUS 3000	Junior Recital	1
MUS 3110	Music History I	3
MUS 3120	Music History II	3
MUS 3040	Orchestration and Form	3
Applied	Principal Instrument	16
Ensembles	Instrumental (At least 5 cr in Concert/Marching Band or Philharmonia; at least 3 cr in Brass Ensemble, Jazz Ensemble, or other small instrumental ensemble.)	8
MUS 2360	Class Voice	1
MUS 2370	Class Strings	1
MUS 2380	Class Woodwinds	1
MUS 2390	Class Brass	1
MUS 2400	Class Percussion	1
MUS 3730	Conducting	3
MUS 3731	Field Component for Conducting	1
MUS 3760	Pedagogy of Music K-6	3
MUS 3761	Field Component for Pedagogy of Music K-6	1
MUS 3780	Pedagogy of Music 6-12	3
MUS 3781	Field Component for Pedagogy of Music 6-12	1
* MUS 4731	Field Component for Instrumental Teaching Methods	1
MUS 4737	Instrumental Teaching Methods	3

* Required the semester before student teaching only if the student has completed all other field component requirements.

Professional Education:

EDU 2100	21 st Century Schools I	2
EDU 2101	Field Component for 21 st Century Schools I	1
EDU 3100	Introduction to Technology, Planning, and Assessment	4
EDU 3770	Disciplinary Literacy	3
EDU 4000	21 st Century Schools II	3
EDU 4930	Student Teaching Seminar	2
EDU 4940	Student Teaching	10
PSY 3200	Educational Psychology	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for Diverse Populations	1

For general education requirements for a Bachelor of Music Education (Instrumental),

please refer to the section of this *Catalog* entitled General Education Requirements.

Course Requirements for the Bachelor of Music Education with Licensure (Choral/Vocal)

(See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

Major courses: Basic Musicianship and Performance

MUS 1010	Music Theory I	2
MUS 1020	Music Theory II	2
MUS 1030	Sight-Singing and Dictation I	1
MUS 1040	Sight-Singing and Dictation II	1
MUS 1150	Piano Proficiency I	1
MUS 1160	Piano Proficiency II	1
MUS 1210	English and Italian Diction	2
MUS 1220	French and German Diction	2
MUS 2010	Music Theory III	2
MUS 2020	Music Theory IV	2
MUS 2030	Sight Singing and Dictation III	1
MUS 2040	Sight Singing and Dictation IV	1
MUS 2090	Music Literature	2
MUS 2150	Piano Proficiency III	1
MUS 2160	Piano Proficiency IV	1
MUS 3000	Junior Recital	1
MUS 3110	Music History I	3
MUS 3120	Music History II	3
MUS 3040	Orchestration and Form	3
Applied	Principal Instrument (Voice)	16
Ensembles	Choral (At least 5 hours in Chorale, at least 3 hours in Chamber Singers)	8
MUS 2360	Class Voice	1
MUS 2370	Class Strings	1
MUS 2380	Class Woodwinds	1
MUS 2390	Class Brass	1
MUS 2400	Class Percussion	1
MUS 3730	Conducting	3
MUS 3731	Field Component for Conducting	1
MUS 3760	Pedagogy of Music K-6	3
MUS 3761	Field Component for Pedagogy of Music K-6	1
MUS 3780	Pedagogy of Music 6-12	3
MUS 3781	Field Component for Pedagogy of Music 6-12	1
MUS 4738	Choral Methods/Conducting	3
* MUS 4741	Field Component for Choral Methods/Conducting	1

* Required the semester before student teaching only if the student has completed all other field component requirements.

Professional Education:

EDU 2100	21 st Century Schools I	2
EDU 2101	Field Component for 21 st Century Schools I	1
EDU 3100	Introduction to Technology, Planning, and Assessment	4
EDU 3770	Literacy in the Content Area	4
EDU 4000	21 st Century Schools II	3
EDU 4930	Student Teaching Seminar	2
EDU 4940	Student Teaching	10
PSY 3200	Educational Psychology	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for Diverse Populations	1

For general education requirements for a Bachelor of Music Education (Choral/Vocal), please refer to the section of this *Catalog* entitled General Education Requirements.

Students seeking teacher licensure must obtain a grade of C in each major course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students are required to complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching*, *Initial Licensure*, and *Field Experiences Handbooks* available from the music coordinator to the Teacher Education Program. Copies are also on reserve in the library. Students desiring NCDPI licensure should be aware that graduation with licensure may require more than the minimum 124 semester hours.

Those students preparing for licensure should expect to attend at least two sessions of summer school in order to complete the requirements in the music education program within four years.

Music majors who are eligible to participate in the George Center for Honors Studies have the opportunity to pursue research work in their junior and senior years, under the guidance of the Greensboro College Music Faculty, in music theory, music history, composition/arranging, and music education. This research, which culminates in a senior honors thesis, is excellent preparation for work at the Master's level.

Political Science

School of Social Sciences and Education

The political science discipline provides good training for life in a world that is, for better or worse, shaped profoundly by political cultures, ideas, and institutions. It is especially appropriate for those interested in careers in law, business, teaching, journalism, and government.

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in political science.

Degree requirements for the B.A. in political science include eight hours in courses at the 2000-level or higher with an ART, ECM, DAN, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in political science include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

A major in political science consists of at least 40 semester hours in political science courses. The following courses are required: POL 1100, LGA/POL 2110, POL 2120, SSC 3600, HIS/POL 2115 or HIS/POL 3310, LGA/POL 4200, POL 4900, and at least 12 hours of POL electives at the 2000 level or higher (SSC 3550 may count as an elective toward the political science major). At least one elective must be in American politics (POL 2210, POL 3220, POL 3230, POL 3240, POL 4500) and at least one elective must be in international relations or comparative government (POL 3410, POL 3420, POL 4510). A required related course is HIS 1160.

It is also recommended that political science majors take courses in economics, ethics, history, philosophy, psychology, and sociology.

The Department of Political Science and Legal Administration does not offer a concentration within the liberal studies major.

Minor Requirements

A minor in political science consists of at least 20 semester hours in political science courses. The following courses are required: POL 1100, 2110, and 12 additional hours of POL electives including at least 8 hours at the 2000 level or higher.

Requirements for Combined History and Political Science Major

Greensboro College offers a combined major in history and political Science. Please see the section of this *Catalog* entitled History and Political Science for those major requirements.

Psychology

School of Social Sciences and Education

Psychology is the scientific study of behavior and mental activity in humans and other animals. The psychology program is designed to provide students with knowledge of a broad range of theories and research in the field of psychology. Students will learn the basic tools of psychological research and how to communicate clearly, both in writing and orally, the results of scientific studies. Through internships, class projects, and independent research students will have the opportunity to put psychological principles into action. In these ways, the psychology program will prepare students for graduate level study or employment in psychology or related fields.

The major in psychology is offered as an on-ground program and as an online program. The academic degree requirements for each program are the same and are described in this section. For policies and procedures that apply to online programs only, please see the section of this *Catalog* titled Policies and Procedures for Online Degree Completion Undergraduate Programs. General education courses are offered as part of the online programs as well so that a student may finish a degree completely online. Students must choose either the on-ground program or the online program and may not switch from one to the other. Exceptions to this policy may be requested by completing a Petition for Exception to Academic Policy form, which are available by contacting the Registrar's Office.

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in psychology.

Degree requirements for the B.A. in psychology include eight hours in courses at the 2000-level or higher with an ART, ECM, FRE, GER, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in psychology include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

A major consists of 40 semester hours for the general psychology concentration and 46 hours for the human factors psychology concentration. Students who are interested in pursuing the human factors psychology concentration must be admitted to that program; information about admission procedures may be obtained from the Chair of the Psychology Department. MAT 2360 and PSY 4600 are strongly recommended for students pursuing the general psychology concentration, particularly for students considering graduate school. In order to graduate with a degree in psychology, students must complete the Major Field Achievement Test. The test will be administered in the Senior Seminar (PSY 4900) for students pursuing the general psychology concentration, and in the Human Factors Psychology Internship Seminar (HFP 3801) for students pursuing the human factors psychology concentration.

The Department of Psychology does not offer a concentration within the liberal studies major.

Required courses for the major with either concentration (8 hours):

PSY 1100 General Psychology (4)

SSC 3600 Research Methods in the Social Sciences (4)

General Psychology Concentration, BA or BS (32 hours):

28 hours of elective courses in Psychology with at least FOUR of these courses (16 hours) at the 3000-level or above (SSC 3550 may count as a 3000-level elective course for the psychology major), and

PSY 4900 Senior Seminar (4)

Human Factors Concentration, BS only (38 hours):

The following courses are required:

PSY 3300 Sensation and Perception (4)

PSY 4100 Learning, Memory and Cognition (4)

PSY/HFP 4150 Human Factors Psychology (4)

HFP 3800 Internship (4)

HFP 3801 Internship Seminar (2)

HFP 4900 Human Factors Practicum (4)

CSC 1100 Computer Programming I (4)

CSC 1200 Computer Programming II (4)

Students will select two courses from the following:

ART 2602 Computer Graphics (4)

BUS 2220 Introduction to Operations Management (4)

BUS 2002 Organizational Behavior and Management (4)

BUS 2003 Marketing (4)

BUS 3330 Consumer Behavior (4)

CSC 2200 Introduction to C++ Programming (4)

CSC 2300 Data Structures and Algorithm Analysis (4)

ECM 2460 New Media Studies (4)

Additionally, students must complete the following required related courses:

SOC 2010 Cultural Geography (4) **or** SOC 2207 Cultural Anthropology (4)

MAT 2360 Statistics (4)

Minor Requirements

A minor in psychology consists of 20 semester hours, and includes PSY 1100, and at least 16 additional credit hours in psychology. At least two of these courses must be at the 3000-level or above.

Religion, Ethics and Philosophy

School of Humanities

The Department of Religion, Ethics and Philosophy at Greensboro College is designed to support the spiritual, moral, and intellectual development of students. The disciplines of religion, philosophy, and ethics provide access to thoughtful exploration

of vital questions concerning the human condition, the nature of the divine, reasons for suffering and violence, the basis of moral decisions, and the ultimate meaning and goal of human life. Students in this program learn how to express and critically examine their deepest convictions with the end goal of better understanding their beliefs and why they hold them. Our students are also exposed to diverse perspectives in order to expand their horizons and develop an appreciation for religious diversity.

The Department of Religion offers courses in biblical studies, theology, church history, philosophy, ministry and ethics.

While this major is excellent preparation for individuals considering a career in ministry, religion majors at Greensboro College have pursued numerous career paths, including counseling, teaching, law, art, business, nonprofit management, religious education, social work, and higher education, to name only a few.

Many graduates continue their education in graduate or theological schools, including some of the most prestigious in the country: Asbury Theological Seminary, Duke Divinity School, Princeton Theological Seminary, The University of Chicago, Wesley Theological Seminary, and Yale Divinity School, among many others.

Degree Requirements

Students may earn a Bachelor of Arts degree in religion. Degree requirements for the B.A. in religion or in religion with a ministry track include eight hours in courses at the 2000-level or higher with an ECM, GER, GRK, HEB, HIS, SPA, or THE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Religion Major

The religion major requires a minimum of 40 hours of study in the various disciplines of this field. This includes the 8-hour general education requirement and at least 24 hours taken at the 2000-level or higher. Courses taken in completion of the major should be selected in consultation with departmental faculty and must include REP 4900 and at least two courses from each of the following categories:

Biblical Studies: 0-99 Series

Theology and/or History: 100 Series or 200 Series

Philosophy and/or Ethics: 300 Series or 600 Series

Religion Major – Ministry Track

The religion major with a ministry track requires a minimum of 40 hours of study in the various disciplines of the field. This includes the 8-hour general education requirement and at least 24 hours taken at the 2000-level or higher. Courses taken in completion of the major should be selected in consultation with departmental faculty and must include REP 4900 and at least one course from each of the following categories:

Biblical Studies: 0-99 Series
Theology and/or History: 100 Series or 200 Series
Philosophy and/or Ethics: 300 Series or 600 Series

Additionally, at least 3 courses are required from this category:

Ministry: 400 Series

Religion Minor

A minor in religion requires 20 hours of REP courses, including classes taken in completion of the religion general education requirement. At least 8 hours must be taken at the 2000-level or above.

Biblical Studies Minor

A minor in biblical studies is composed of 12 hours of REP courses in the 0-99 series in addition to the classes taken in completion of the religion general education requirement. At least 8 hours must be taken at the 2000-level or above. A religion major can earn a biblical studies minor by taking two additional courses in the 0-99 series at the 2000-level or above, beyond the requirements for the major.

Philosophy Minor

A minor in philosophy is composed of 12 hours of REP courses in the 300 series in addition to the classes taken in completion of the religion general education requirement. At least 8 hours must be taken at the 2000-level or above. A religion major can earn a philosophy minor by taking two additional courses in the 300 series at the 2000-level or above, beyond the requirements for the major.

Christian Ethics Minor

A minor in Christian ethics is composed of 12 hours of REP courses in the 600 series in addition to the classes taken in completion of the religion general education requirement. At least 8 hours must be taken at the 2000-level or above. A religion major can earn a Christian ethics minor by taking two additional courses in the 600 series at the 2000-level or above, beyond the requirements for the major.

Ministry Minor

A minor in ministry is composed of 12 hours of REP courses in the 400 series in addition to the classes taken in completion of the religion general education requirement. At least 8 hours must be taken at the 2000-level or above.

Requirements for Combined History and Religion Major

Greensboro College offers a combined major in history and religion. Please see the section of this *Catalog* entitled [History and Religion](#) for those major requirements.

Secondary Comprehensive Science Education

School of Sciences and Mathematics

(See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

Degree Requirements

Students may earn a Bachelor of Science degree in secondary comprehensive science education. Degree requirements for the B.S. in secondary comprehensive science education include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents; one of these courses must have the prefix MAT.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

The following content science and mathematics courses are required for the secondary comprehensive science education major and licensure (9-12): BIO 1300, BIO 1350, BIO 2300, BIO 3400 or BIO 3450, BIO 3670, CHM 1100, CHM 1200, PHY 1100, PHY 1200, SCI 1100, SCI 3001, science elective (CHM 3100, any 2000-3000 level BIO course, or SCI 3700), and MAT 2060 or MAT 2360.

The following professional education courses are also required for both the major and licensure area: EDU 2100, EDU 2101, EDU 3100, EDU 3300, EDU 3770, EDU 4000, EDU 4930, EDU 4940, PSY 3200, SCI 3700, SCI 3701, SPE 2900, and SPE 2901.

Students seeking teacher licensure must obtain at least a grade of C in each major course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students must complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching, Initial Licensure, and Field Experiences Handbooks* available from the science coordinator to the Teacher Education Program. Copies are also on reserve on the library. Students desiring NCDPI licensure should be aware that graduation with licensure may require more than the minimum 124 semester hours.

Sociology

School of Social Sciences and Education

Sociology examines how humans are affected by the positions they occupy in society and the world. The basic insight of sociology is that human behavior is shaped significantly by the groups to which people belong and by the social interaction that

takes place within those groups. Sociology invites students to develop a vivid awareness of the relationship between private experience and the wider society. The sociological perspective enables students to see society not as something to be taken-for-granted as "natural," but as a social product created by humans and therefore capable of being changed by them.

The sociology program at Greensboro College is designed to develop analytical and critical thinking skills through core courses in sociological theories and research methods, as well as in depth study of specific topics from a cross cultural and global perspective. Course assignments, research projects, internships, and community service activities offer students opportunities to apply sociological knowledge to practical social issues and concerns. Sociology majors and minors are prepared for graduate level education or employment in a variety of arenas including social services, community work, education, non-profits/NGOs, criminal justice, health care, business, government, research and communication.

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in sociology.

Degree requirements for the B.A. in sociology include eight hours in courses at the 2000-level or higher with an ART, HIS, HEB, ECM, FRE, GER, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in sociology include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

A sociology major consists of 40 semester hours, as follows.

Required courses for the major with either concentration (20 hours):

SOC 1010, The Sociological Imagination (4)

SOC 3000, Social Theory (4)

SOC 3509, Race, Class, and Gender (4)

SOC 4900, Capstone: The Sociologist as an Agent of Change (4)

SSC 3600, Research Methods in the Social Sciences

General Sociology Concentration (20 hours):

Students will select five courses from the following:

CRI 4200, Understanding Terrorism (4)

SOC 1050, Social Problems of the 21st Century (4)

SOC 2010, Cultural Geography (4)

SOC 2207, Cultural Anthropology (4)

SOC 2260, Criminal Justice (4)

SOC 3309, Families in Society (4)

SOC 3359, Family Violence (4)

SOC 3360, Juvenile Delinquency (4)
 SOC 3800, Internship (1-8)
 SOC 3900, Directed Reading (1-8)
 SOC 4500, Topical Seminar (4)
 SSC 3550, Environment and Society (4)

Human Services Concentration (20 hours):

The following three courses are required:

SOC 3600, Human Services (4)
 SOC 3800, Internship (4)
 POL 3250, Public and Non-profit Administration (4)

Select one of the following:

SOC 2207, Cultural Anthropology
 SOC 2260, Criminal Justice
 SOC 3309, Families in Society
 SOC 3359, Family Violence
 SOC 3360, Juvenile Delinquency
 SOC 4500, Topical Seminar (if approved).

Select one of the following:

PSY 1100, General Psychology
 PSY 2100, Child and Adolescent Development
 PSY 2400, Abnormal Psychology
 PSY 2609, Human Sexuality

Culture and Diversity Concentration (20 hours):

The following courses are required:

SOC 2010 Cultural Geography (4) or SOC 2207 Cultural Anthropology (4)

One class on gender:

ART 2100, History of Women Artists (4)
 ECM 3529, Women Writers (4)
 ECM 3559, Gender and Sexuality in Literature (4)
 HIS 2139, American Women's History (4)

One class on race/ethnicity:

ECM 3519, African American Writers (4)
 HIS 1230, Modern America (4)
 HIS 1240, Contemporary America (4)
 HIS 2130, African American History (4)
 HIS 3210, The Holocaust (4)
 HIS 3350, The Civil Rights Movement (4)
 SPA 2306, Spanish Language Literature in Translation (4)

Select two of the following:

Any additional classes from the lists above or the list below:

ECM 2160, Popular Culture/Cultural Theory (4)
 ECM 3050, World Cinema (4)
 ECM 3539, Southern Writers (4)
 ECM 3540, Postcolonial and Immigrant Literature (4)

HIS 3360, Nations and Nationalism (4)
 POL 3420, Politics of Developing Nations (4)
 REP 1500, World Religions (4)
 SOC 3309, Families in Society (4)
 SOC 3359, Family Violence
 SOC 3900, Directed Reading (1-8)
 SOC 4500, Topical Seminar (4) (if approved)
 SSC 3550, Environment and Society (4)

Minor Requirements

Students may select from three distinct options for a minor in sociology.

General sociology minor:

A general minor in sociology consists of SOC 1010, SOC 3000, SSC 3600, and two sociology electives for a total of 20 hours.

Sociology minor with a concentration in human services:

The following three courses are required:

SOC 3600, Human Services (4)
 SOC 3800, Internship (4)
 POL 3250, Public and Non-profit Administration (4)

Select one of the following:

SOC 2207, Cultural Anthropology
 SOC 2260, Criminal Justice
 SOC 3309, Families in Society
 SOC 3359, Family Violence
 SOC 3360, Juvenile Delinquency
 SOC 4500, Topical Seminar (if approved)

Select one of the following: PSY 1100, General Psychology
 PSY 2100, Child and Adolescent Development
 PSY 2400, Abnormal Psychology
 PSY 2609, Human Sexuality

Sociology minor with a concentration in culture and diversity:

The following two courses are required:

SOC 2010, Cultural Geography (4) or SOC 2207, Cultural Anthropology (4)
 SOC 3509, Race, Class and Gender (4)

Students must take one course on gender:

ART 2100, History of Women Artists (4)
 ECM 3529, Women Writers (4)
 ECM 3559, Gender and Sexuality in Literature (4)
 HIS 2139, American Women's History (4)

Students must take one course on race/ethnicity:

ECM 3519, African American Writers (4)
 HIS 1230, Modern America (4)
 HIS 1240, Contemporary America (4)
 HIS 2130, African American History (4)

HIS 3350, The Civil Rights Movement (4)
 SSC 3300, Holocaust and Genocide Studies (4)

Students should select one of the following:

Any additional course from the lists above or one class from below:

ECM 2160, Popular Culture/Cultural Theory (4)
 ECM 3050, World Cinema (4)
 ECM 3539, Southern Writers (4)
 ECM 3540, Postcolonial and Immigrant Literature (4)
 HIS 3360, Nations and Nationalism (4)
 POL 3420, Politics of Developing Nations (4)
 SOC 3309, Families in Society (4)
 SOC 3359, Family Violence (4)
 SSC 3550, Environment and Society (4)

Spanish

School of Humanities

Spanish Minor Requirements

A minor in Spanish consists of at least 20 hours above Spanish 1120 (Elementary Spanish II). A student must achieve a grade point average of 2.0 or better in all Spanish courses attempted in the minor. Course selection for the minor should include the following:

Intermediate Spanish (SPA 2200)	4 hours
Composition and Conversation (SPA 2400)	4 hours
Electives (any SPA courses 2000-level or above except for SPA 3700, SPA 3701, or SPA 4700)	12 hours
Total	20 hours

Notes:

Only one literature course in translation may be counted toward the 20 required hours for the Spanish minor.

A maximum of 4 credit hours of Spanish internship credit (SPA 3800) may apply toward the Spanish minor.

Upper-level Spanish courses may be take through the Greater Greensboro Consortium.

Special Education

School of Social Sciences and Education

(See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in special education.

Degree requirements for the B.A. in special education include eight hours in courses at the 2000-level or higher with an ART, ECM, DAN, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in special education include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Students who are pursuing a degree in special education are required to complete a minor in a discipline of their choice as part of their degrees. Please see the appropriate disciplinary sections of this *Catalog* for minor requirements.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

A major in special education reflects a multidisciplinary approach designed to fulfill North Carolina State Department of Public Instruction requirements for initial licensure in general curriculum and adapted curriculum.

In order to fulfill the requirements of a North Carolina initial license and a special education major, students majoring in **general curriculum** are required to take the following courses:

Major courses:

EDU 2770	Literacy Foundations	3
EDU 3300	Positive Behavior Support	3
ELE 3790	Math Methods and Assessment	3
SPE 3355	Educational Assessment	4
SPE 3750	Planning for Transition Through Collaboration	4
SPE 3770	Emergent Literacy Methods and Assessment	3
SPE 3775	Methods in Reading and Written Expression	3
SPE 3776	Field Component for Methods in Reading and Written Expression	1
SPE 3791	Special Education Math Field Component	1

Professional/Specialty courses:

EDU 2100	21 st Century Schools I	2
EDU 2101	Field Component for 21 st Century Schools I	1
EDU 4000	21st Century Schools II	3
PSY 3200	Educational Psychology	4
SPE 2800	Educational Considerations for Individuals with Low	3

	Incidence Disabilities	
SPE 2801	Field Component for Educational Considerations for Individuals with Low Incidence Disabilities	1
SPE 2900	Diverse Populations	3
EDU 4930	Student Teaching Seminar	2
EDU 4940	Student Teaching	10

Students desiring NCDPI licensure should be aware that graduation with licensure may require more than the minimum 124 semester hours.

In order to fulfill the requirements of a North Carolina initial license and a special education major, students majoring in **adapted curriculum** are required to take the following courses:

EDU 2770	Literacy Foundations	3
ELE 3790	Mathematics Methods and Assessment	3
EDU 3300	Positive Behavior Support	3
SPE 3355	Educational Assessment	4
SPE 3750	Planning for Transition Through Collaboration	4
SPE 3770	Emergent Literacy Methods and Assessment	3
SPE 3771	Field Component for Emergent Literacy Methods and Assessment	1
SPE 3775	Methods in Reading and Written Expression	3
SPE 3791	Special Education Math Field Component	1

Professional/Specialty courses:

EDU 2100	21 st Century Schools I	2
EDU 2101	Field Component for 21 st Century Schools I	1
EDU 4000	21st Century Schools II	3
PSY 3200	Educational Psychology	4
SPE 2800	Educational Considerations for Individuals with Low Incidence Disabilities	3
SPE 2801	Field Component for Educational Considerations for Individuals with Low Incidence Disabilities	1
SPE 2900	Diverse Populations	3
EDU 4930	Student Teaching Seminar	2
EDU 4940	Student Teaching	10

Students seeking teacher licensure must obtain at least a grade of C in each major course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students are required to complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching, Initial Licensure, and Field Experiences Handbooks* available from the special education coordinator of the Teacher Education Program. Copies are also on reserve in the library. Students desiring NCDPI licensure should be aware that graduation may require more than the minimum 124 semester hours.

Theatre

School of the Arts

The aim of the Theatre Department program is to provide a foundation in theatre and to allow the student to emphasize Acting, Arts Administration, Costumes, Design/Technical, Directing and Management, Musical Theatre, or Teacher Licensure. The coursework is integrated with the production work to provide a better understanding of the many facets of the theatre. Required participation on stage or back stage on all theatre productions allows the techniques and theories that are examined in the classroom and the laboratory to be tested in a performance setting. In an ongoing assessment of each theatre major, a mandatory meeting with theatre professors assessing each student's work will occur at the conclusion of every semester.

This evaluation process, in addition to academic and production work inside the theatre department, will provide each theatre major with a continual assessment of his/her progress. To further connect the student with the profession, Greensboro College holds membership or participates in the American College Theatre Festival, the North Carolina Theatre Conference, the Southeastern Theatre Conference, and the United States Institute of Theatre Technology (U.S.I.T.T.). Students are required to participate in these organizations' conferences, including auditioning and interviewing for summer apprenticeships and internships. Depending upon their emphasis, students will be prepared to enter graduate school or a theatre conservatory, intern full time with a theatre organization, teach theatre or seek careers in the profession.

All incoming majors are required to: (1) either audition or have a portfolio review and (2) be interviewed by members of the department. Admittance will be carefully judged based upon the following elements:

- A. **TEACHER RECOMMENDATION** - from teacher, coach, supervisor or director in theatre. If there is no theatre instructor, then recommendation from a general school teacher, counselor or principal - to determine skill level, intent, career goals, work ethic, and discipline.
- B. **PREPARATION FOR THE DISCIPLINE** - courses, lessons, experience - through a preview of materials submitted by each candidate.
- C. **AUDITION OR PORTFOLIO REVIEW:**
All candidates should present a headshot/color photo and a resume that includes theatre training and roles/jobs worked on in productions.
 1. **ACTING:** two contrasting monologues, one song, and movement improvisations given by adjudicators.
 2. **ARTS ADMINISTRATION:** portfolio review of materials related to student's work as a writer, director, manager, or related field, including a resume, writing samples, or other related materials as appropriate.
 3. **COSTUME:** portfolio review of designs, sketches, patterns, costumes, photographs of completed work, etc. If no materials are available, then the interview will suffice.
 4. **LICENSURE:** portfolio review of theatre materials related to student's work as a director, stage manager, actor, designer, or

craftsperson, etc., including a resume, photographs, prompt scripts, director's scripts, designs, etc.

5. **MUSICAL THEATRE:** an audition consisting of two contrasting monologues and two songs prepared by the candidate and dance combinations provided by the adjudicators along with a resume that includes performance training and experience and an attached head shot photograph.
 6. **STAGE DESIGN/TECHNICAL:** portfolio review of designs, sketches, drafting, properties, sound or lighting work, construction work, photographs, etc. If no materials are available, then the interview will suffice.
 7. **STAGE DIRECTING/MANAGEMENT:** portfolio review of theatre materials related to student's work as a director, stage manager, or other management type work. Photographs and prompt books or other director script notations, production paperwork and resume, etc.
- A. **INTERVIEW** - one-on-one conversation with judges to determine the candidate's interests, intent, career goals, and understanding of the major and its requirements, rehearsals, and production work.

Degree Requirements

Students may earn a Bachelor of Arts or a Bachelor of Science degree in theatre or theatre with teacher licensure.

Degree requirements for the B.A. in theatre or theatre with teacher licensure include eight hours in courses at the 2000-level or higher with an ART, ECM, DAN, FRE, GER, GRK, HEB, HIS, MUS, SPA, or THE prefix, or their transferred equivalents.

Degree requirements for the B.S. in theatre or theatre with teacher licensure include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Major Requirements

A major in theatre with an emphasis in acting, costume, stage design/technical theatre, or stage directing/management requires 48 hours of theatre courses:

EITHER:

(A) 48 hours for acting emphasis (to consist of THE 1030, 1150, 1155, 1190, 1250, 1255, 2150, 2155, 2250, 2255, 3110, 3150, 3155, 3250, 3255, 4150 (taking the course twice for 2-8 credits), 4900, and 2-8 elective hours with a THE prefix). DAN 2310 and ECM 2129 are required related courses.

OR:

(B) 48 hours for costume emphasis (to consist of THE 1120, 1125, 1220, 1225, 2050, 2120, 2125, 2140, 2145, 2220, 2225, 2240, 3110, 3120, 3125, 4110, 4900, and 4 elective hours with a THE prefix). ECM 2129 is a required related course.

OR:

(C) 48 hours for stage design/technical emphasis (to consist of THE 2050, 2140, 2145, 2240, 2330, 2335, 2340, 2345, 3110, 3330, 3335, 3340, 3345, 4110, 4330, 4335, 4900, and 4 elective hours with a THE prefix). ECM 2129 is a required related course.

OR:

(D) 48 hours for stage directing/management emphasis (to consist of THE 2110, 2160, 2165, 2170, 2175, 2240, 3110, 3160, 3165, 3170, 3175, 4110, and 4900; either THE 4160 and 4165 or THE 4170 and 4175; 8 hours of either THE 2040, 2045, and 3800, or 8 hours of THE 3800). ECM 2129 is a required related course.

A major in theatre with an emphasis in arts administration requires 48 hours of the following courses:

- (1) 12 hours in theatre courses (THE 2040, 2045, 3040, 3045, 3046, 3047, 3048, 3049).
- (2) 12 hours in art, dance, music, or theatre electives to be determined in consultation with the advisor.
- (3) 4 hours in accounting (ACC 1102 Financial Accounting).
- (4) 12 hours in business (BUS 2002 Organizational Behavior and Management, BUS 2003 Marketing, and BUS 3230 Leadership).
- (5) 4 hours in English (ECM 2440 Successful Communication at Work)
- (6) 4 hours in political science (POL 3250 Public and Non-profit Administration)

ECM 2129 is a required related course for the major in theatre with an emphasis in arts administration.

A major in theatre with an emphasis in musical theatre requires 72 hours of the following courses:

- (1) 38 hours for musical theatre emphasis (to consist of THE 1030, 1060, 1065, 1150, 1155, 1190, 2060, 2065, 2150, 2155, 3010, 3060, 3065, 3070, 3075, 4900).
- (2) 16 hours in dance (to consist of DAN 1010, 1110, 1210, 2010, 2110, 2210, and 2310).
- (3) 18 hours in music (to consist of MUS 1010, 1020, 1030, 1150, and 12 hours in private voice lessons- MUS 1510, 1520, 2510, 2520, 3510, 3520).

ECM 2129 is a required related course for the major in theatre with an emphasis in musical theatre.

Students who major in theatre/musical theatre emphasis may earn a minor in dance by completing DAN 3610, Choreography in addition to the DAN courses that are required for their major.

A major in theatre with an emphasis in K-12 teacher licensure requires successful completion of courses and requirements from the Theatre Department as well as the Teacher Education Program, listed below. (See section entitled Education for requirements of all students seeking teacher licensure in any academic area.)

- (1) THE 1030, 1120, 1125, 2050, 2110, 2140, 2145, 2160, 2165, 2170, 2175, 3000, 3001, 3110, 3160, 3165, 4900; ECM 2129, and electives and other professional/specialty courses.
- (2) Required professional courses are as follows: EDU 2100, EDU 2101, EDU 3100, EDU 3770, EDU 4000, EDU 4930, EDU 4940, PSY 3200, SPE 2900, SPE 2901, THE 3770, THE 3771.

DAN 2310 is a required related course for the major in theatre with teacher licensure.

One of the following courses, which may be taken as part of the general education requirements, also is recommended: HIS 1150, 1160, 1210, 1220, 1230, or 1240. Students seeking teacher licensure must obtain at least a grade of C in each major course and all professional education, specialty area, and required related courses. No Pass/Fail grades will be accepted. Students must complete all professional/specialty courses prior to student teaching.

For information on additional teacher education requirements, procedures, and timelines, consult the section of the *Catalog* entitled Education, as well as the *Student Teaching*, *Initial Licensure*, and *Field Experiences Handbooks* available from the theatre coordinator to the Teacher Education Program. Copies are also on reserve on the library. Students desiring NCDPI licensure should be aware that graduation with licensure may require more than the minimum 124 semester hours.

Students may complete a major in theatre without an acting, costume, design/technical, directing/management, arts administration, musical theatre, or teacher licensure emphasis. Such a major requires 48 hours of theatre courses including the 8 core hours listed above. The remaining 40 hours of theatre courses will be determined by the department chair, in consultation with the student and the faculty advisor.

Minor Requirements

A minor in theatre requires at least 20 hours of theatre courses to consist of THE 1030, 2050, 3110, 3155, 3255, and six hours of additional theatre electives.

Urban Ecology

The urban ecology major is an undergraduate, interdisciplinary Bachelor of Science program designed to provide students with an understanding of the key elements of urban ecosystems. A sound background in basic biology, ecology, chemistry, and the liberal arts will allow students to develop a clear appreciation of the ecological and sustainability problems facing urban areas in the 21st century. In addition to the academic course requirements of the program, a required internship will provide majors with practical experience needed for entry-level, ecology-based positions in

state and local governments, or to continue their studies in graduate school in related disciplines.

Degree Requirements

Students may earn a Bachelor of Science degree in urban ecology.

Degree requirements for the B.S. in urban ecology include eight hours in courses at the 2000-level or higher with a BIO, CHM, MAT, or URE prefix, or their transferred equivalents; one of these courses must have the prefix MAT.

Additionally, students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements, as well as those listed below for the major.

Course Requirements

I) Required Courses (43-44 semester hours) :

BIO 1300 Introduction to Animal Biology and Laboratory (4)
 BIO 1350 Introduction to Plants and Ecosystems and Laboratory (4)
 BIO 2220 Systematics of Seed Plants and Laboratory (4)
 BIO 2250 Ornithology and Laboratory (4)
 URE 3450 Environmental Science and Laboratory (4)
 URE 3470 Urban Ecology and Laboratory (4)
 URE 3500 Ecology of Greenspaces and Laboratory (4)
 URE 3800 Internship (3-4)
 POL 1100 Introduction to American Government (4)
 POL 3250 Public and Non-profit Administration or
 SSC 3550 Environment and Society (4)

One elective course chosen from:

BIO 2230 Natural History of Vertebrates and Laboratory (4)
 BIO 3400 Ecology and Laboratory (4)
 URE 3600 Aquatic Ecology and Laboratory (4)

II) Required related courses (24 semester hours):

CHM 1100 General Chemistry I and Laboratory (4)
 CHM 1200 General Chemistry II and Laboratory (4)
 CHM 3100 Organic Chemistry I and Laboratory (4)
 CHM 3200 Organic Chemistry II and Laboratory (4)
 CHM 3300 Environmental Analytical Chemistry and Laboratory (4)
 MAT 2360 Statistics (4)

III) Additionally, the following courses are recommended, but not required. Some of these courses may also meet general education requirements.

Either PSY 1100 General Psychology or SOC 1010 Sociological Imagination (4)
 ECO 1050 Principles of Economics (4)
 THE 2010 Public Speaking (4)

Course Descriptions

The abbreviations in parentheses after the names of disciplines (ACC for Accounting, etc.) are those used by the College for permanent records and class schedules.

Courses that are numbered 5000 and above are graduate level courses; descriptions of these courses may be found in the *Greensboro College Graduate Academic Catalog*.

The number in parentheses after each course title indicates the number of semester hours of credit for the course.

Courses that satisfy a general education category requirement are so noted under the course title by the label "General Education:" followed by the category the course satisfies. Additionally, if a course is designated a Humanities course for General Education, it is so noted by (H) beside the course title and after the label "General Education:". The absence of these descriptors indicates that the course does not satisfy these requirements.

Prerequisites, corequisites, and concurrent requisites courses are designated under course titles, and are defined as follows:

Prerequisites must be satisfied before taking a particular course.

Concurrent requisites must be satisfied during the same term as taking a particular course.

Corequisites must be satisfied before or during the same term as taking a particular course.

If no designation appears after a course description, then the course has no prerequisite, concurrent requisite, or corequisite.

Under each course title, there is information regarding the frequency with which the course will be offered. This information is included for planning purposes only. Although the College will make a reasonable effort to offer a course in the semester(s) indicated, the College reserves the right to change the frequency of any course offering without prior notification.

Internships are offered across the curriculum. Students are encouraged to enroll in at least one internship during their time at Greensboro College, as appropriate, to gain practical and vocational experience as an extension of their academic studies. Several disciplines require internships as part of a major or minor, and those required internships are included in this listing of course descriptions. All internships are numbered 3800. Students may pursue internships in disciplines that are not listed in this section; for information about enrolling in internships, please see the section of this *Catalog* entitled [Internships 3800](#).

ACCOUNTING (ACC)

School of Business

ACC 1102 Financial Accounting (4)

Offered: Every fall semester

This course introduces the art of recording, classifying and summarizing transactions to provide a base for making business decisions. The accounting cycle, systems, and internal controls will be covered along with the nature of balance sheet accounts, income statement accounts and related statements. This will allow students to make appropriate entries as well as understand and analyze financial statements.

ACC 1104 Managerial Accounting (4)

Prerequisite: ACC 1102

Offered: Every spring semester

This course covers various topics in managerial accounting such as cost systems, cost-volume-profit analysis, variable costing, budgeting, performance evaluations and other topics used in making managerial decisions in business.

ACC 2202 Intermediate Accounting I (4)

Prerequisite: ACC 1104

Offered: Every fall semester

This is a first of two courses in the theory and application of financial accounting. This course emphasizes the accounting cycle and the study of asset recording including the time value of money, cash, receivables, inventory, plant assets and investment accounting.

ACC 2204 Intermediate Accounting II (4)

Prerequisite: ACC 2202

Offered: Every spring semester

This is the second of two courses in the theory and application of financial accounting. This course begins the study of liability accounts, leases, taxes payable, pensions, employee benefit plans, shareholders' equity, earnings per share, changes & error corrections and the statement of cash flows, focusing on proper recording and reporting requirements.

ACC 2302 Accounting Information Systems I (4)

Prerequisite: ACC 1104

Offered: Periodically based on student need

This course will present the conceptual foundations of accounting information systems as well as applications and internal controls. Cases involving basic computerized accounting systems software will also be presented.

ACC 2304 Accounting Information Systems II (4)

Prerequisite: ACC 2302

Offered: Periodically based on student need

This course will continue the presentation of the theoretical concepts of systems foundations, applications, internal controls and systems development that was begun in ACC 2302.

ACC 3300 Tax Accounting (4)

Offered: Fall semesters, 2017 and 2019

This course examines the Federal Income Tax as it applies to individuals and includes the preparation of income tax forms both manually and with computerized programs. Same as LGA 3300.

ACC 3400 Auditing (4)

Prerequisite: ACC 2304

Offered: Fall semesters, 2018 and 2020

This course will present the conceptual foundations of auditing and internal controls with auditing procedures, objectives, professional standards, ethics, and reporting requirements involved in the external examination of a company's financial statements. Problems or cases involving auditing applications will also be presented.

ACC 3600 Cost Accounting (4)

Prerequisite: ACC 1104

Offered: Every spring semester

This course is an in-depth study of cost accounting focusing on its role in internal reporting and the resulting decision-making process. Students will evaluate the foundation, ethics and basic costing system

in manufacturing and service entities. Students will also analyze budgeting, cost behavior, pricing and profitability concepts and principles; determine how cost allocations, product quality, and investment decisions are applied in these environments.

ACC 4500 Special Topics (4)

Prerequisite: Permission of instructor

Offered: Periodically based on student need

This course presents special topics in accounting. May be repeated a maximum of three times.

ART (ART)

School of the Arts

ART 1100 Introduction to Visual Art (H) (4)

General Education: Artistic/Literary course, Humanities course

Offered: Every semester

This overview of the principal visual arts covers many Western and selected non-Western cultures, including their aesthetic qualities, structural forms, ritual or traditional uses and practical design purposes, within the context of historical and contemporary roles of artists and their societies. For non-art majors.

ART 1110 Introductory Drawing, 2-D Design & Composition (4)

Offered: Every fall semester

This course is an introduction to drawing from direct observation of subject matter, use of perspective and proportional measurement, exploring different media, developing compositional skills and planning basic illustrations and graphic designs for print or digital development/display.

ART 1310 3-D Foundations (2)

Offered: Every Fall semester

This course is an introduction to creating 3D form and understanding space. Materials such as paper, wire and clay will be used to work through fundamentals of 3D design including measurement, scale, line, plane, balance, volume and mass.

ART 1403 Ceramics I (4)

Offered: Every semester

This course is an introduction to the ceramic process, including hand building, wheel throwing, and glazing.

ART 1502 Painting I: Representation & Color Theory (4)

Offered: Every spring semester

This course in painting fundamentals introduces stronger design planning, and basic mixing and interaction of color. Projects stress the relationship of materials and techniques for representing simple objects, landscapes and portraits. Oil and acrylic media are explored (course fee covers most but not all materials). Coaching methods to prompt improved skills include individual instruction, whole-class demonstrations, and peer/instructor critique.

ART 2100 History of Women Artists (H) (4)

General Education: Artistic/Literary course, Humanities course

Offered: Every fall semester and upon student need

A lecture/theoretical course exploring how art history has begun to recognize contributions of past women creators, and grappled with the social and political implications of feminist art since the 20th century. Covers historical contexts for major Western works, with an introduction to selected contemporary women artists from non-Western cultures. Major emphasis on 16th century through early 21st century art.

ART 2110 Drawing II (Intermediate) (2)

Prerequisite: ART 1110 with a grade of C- or better

Offered: Every fall semester and upon student need

A continuation of ART 1110 with a greater emphasis on creative use of drawing media, including digital.

ART 2202 Figure Drawing I: Gesture, Expression & Anatomy (4)

Prerequisite: ART1110 with a grade of C- or better or permission of instructor.

Offered: Every other spring and upon student need.

This course introduces core gross anatomy for the artist, study of diagrams, skeleton and skulls, and a live model; the representation of the figure in a variety of poses stresses measurement, proportion, and the use

of shading for “realism”. Individual and group critiques.

ART 2302 Intermediate Illustration & Design Lab (4)

Prerequisites: ART 1110; one of ART 2802 or ART 2602, or instructor approval

Offered: Every spring semester.

A continuation of pictorial analysis, color theory application, and increased complexity of composition, including figures. Projects include children’s book illustration, fantasy/comic imagery, a poster and mock-ups of industrial products. Hand-executed work in acrylics and gouache, markers, and/or colored pencils/watercolors (students responsible for bringing materials and paper/supports).

ART 2403 Ceramics II (Intermediate) (2)

Prerequisite: ART 1403 with a grade of C- or better

Offered: Every semester

This course includes ceramic techniques including sculptural forms, preparation of glazes and kiln operation.

ART 2502 Painting II: Methods and Materials (4)

Prerequisite: ART 1502 with a grade of C- or better

Offered: Every spring semester.

This is a continuation of ART 1502, with an emphasis on integrating pictorial themes, including the figure in context, as well as learning the different mediums of paint and layering with collage, drawing elements, and monoprint. Instructor demonstrations, instruction, and peer/instructor critiques are included.

ART 2503 3-D Form & Function: Design in Contemporary Craft Media (4)

Prerequisites: ART 1403 for non-majors; ART 1310 for majors, with a grade of C- or better.

Offered: Every spring semester

This course is an introduction to aesthetically and conceptually informed functional object making. Projects introduce new materials and processes, including metal, wood, clay and new media. Students will be introduced to working in non-ferrous metals for jewelry and flatware fabrication, creating works that combine fine art considerations and functionality. Additionally, wood, plastics and less traditional materials will be explored. A final project in computer aided 3D design and 3D printing will open up even more possibilities for further exploration in contemporary crafts and product design.

ART 2602 Computer Graphics (4)

Offered: Every spring semester

The work in this course incorporates design and compositional skills utilizing a variety of software and electronic media, emphasizing Adobe Production Premium suite on Macintosh computers with ancillary printing and imaging hardware. Students will create static graphics for print and web as well as motion graphics for various web-based media. The course will focus on familiarizing students with the multifaceted role of design in contemporary society.

ART 2610 Digital Photography (4)

Offered: Every fall semester

This course will focus on both shooting and editing digital photographs in the pixel-based digital environment using the Adobe Production Premium suite, Macintosh computers and ancillary hardware and printing. In addition, the expanded role of image creation on portable digital devices, and the fast-paced feedback relationship to contemporary society will be explored. Career options will be discussed with the instructor and guest designers and artists.

ART 2802 Darkroom Photography (4)

Offered: Periodically based on student need

This course focuses on basic black and white photography. Cameras, lenses, films, papers, chemical processes, printing and enlarging are considered in relation to pictorial goals. Specific equipment requirements apply: The purchase of black & white film, photographic paper, and the student must have use of a 35mm manual camera.

ART 2903 Traditional Non-Western Art and Architecture (4)

Offered: Periodically based on student need

From Ancient Asian cities to African rites of passage to Native American healing sand paintings, traditional art and craft of indigenous peoples across the globe and the dynasties of China and Japan will be investigated and sought out for their beauty, wisdom, and importance as cultural landmarks. Covers prehistory through the 19th century.

ART 2910 Art History I: Prehistoric to Rococo (H) (4)

General Education: Artistic/Literary course, Humanities course

Offered: Every fall semester

This course covers Ancient to late Baroque/early 18th century Western painting, sculpture and architecture, in the context of historical roles of artists within their societies. May be taken out of sequence with Art History II.

ART 3001 Art Field Component (1)

Prerequisite: Admission to Teacher Education Program

Offered: Periodically based on student need

This fieldwork is one of a series of involved experiences sequentially planned to allow developmental opportunities to plan lessons and learning segments. Candidates will be placed in a secondary art classroom. Candidates are responsible for arranging their own transportation to fieldwork placements. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course. Required for all students seeking art licensure including licensure only and PAL candidates not hired as lead teachers.

ART 3100 Experimental Studio: Fine Arts Emphasis (1-4)

Offered: Every semester

Upper level coursework for majors and minors allowing for exploration in one or more media and genres, including drawing, painting, sculpture, mixed media, photography, digital media, performance art, video art and/or installation. May be repeated for credit.

ART 3102 Experimental Studio: 2-D Design Lab (1-4)

Offered: Every semester

Upper level coursework for majors and minors allowing for exploration in one or more design media and genres, including illustration, mixed media, photography, digital media, and/or video art. May be repeated for credit.

ART 3103 Experimental Studio: 3-D Design Lab (1-4)

Offered: Every semester

Upper level coursework for majors and minors allowing for exploration in one or more media and genres, including sculpture, industrial design, mixed media, landscape, and/or installation. May be repeated for credit.

ART 3202 Figure Drawing II (4)

Prerequisite: ART 2202 with a C- or better, or permission of the instructor.

Offered: Every other Spring and upon student need.

This course deepens study of core gross anatomy for the artist, through careful analysis the limits and gestures of poses and muscles, with photographic sources, CDs, books, and a live model; the representation of the figure, with emphasis on movement, include a variety of poses with heightened foreshortening and an exploration of expressive qualities of different media. Individual and group critiques.

ART 3303 Intermediate 3-D Forms: Sculpture (4)

Prerequisite: ART 1403

Offered: Every Spring semester

Students will learn to manipulate material in three dimensional space through the core processes of modeling, casting, carving and constructing. Visualizing space and thinking in three dimensions is crucial to all studio majors and is beneficial to many disciplines outside of fine arts as well. Through the introduction of new tools, materials and methods and their practice in modeling, carving and constructing, students will hone their ability to think and communicate effectively through sculptural processes.

ART 3403 Ceramics Studio (2)

Prerequisite: ART 1403 or ART 1310

Offered: Every semester

A continuation of ART 1403 with students expected to work towards a higher level of technical proficiency and the development of a more personal expression in clay. May be repeated for elective credit.

ART 3700 Pedagogy of Art (K-12) (3)

Prerequisites: Admission to Teacher Education Program; elementary education, birth through kindergarten, or special education major

Concurrent requisite: ART 3701

Offered: Periodically based on student need

This course assists the prospective art teacher in acquiring strategies, techniques, methods, and attitudes for

teaching art K-12. This study includes an examination of the nature of the K-12 student as well as the implications for teaching. Also addressed are curriculum, assessment, community involvement, and special populations issues. The student will receive an overview of the principles of visual art, including aesthetic qualities, structural forms, and the past and present historical role of art in society. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

ART 3701 Field Component in Pedagogy of Art (K-12) (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: ART 3700

Offered: Periodically based on student need

Required for all students seeking art teaching licensure. Intermediate fieldwork is a series of involved experiences sequentially planned to allow developmental opportunities for prospective teachers in actual classrooms. The setting for ART 3701 is an elementary school art classroom. Students are responsible for arranging their own transportation for fieldwork assignments. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

ART 3801 Internship in Gallery and Art Promotion (1-8)

Prerequisites: Junior standing; at least 12 semester hours completed at Greensboro College prior to enrolling in the internship; completion of internship contract with the Director of Career and Personal Development, including required permissions

Offered: Every semester as needed

This course offers students the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in art. The major in art requires a 1- or 2-hour internship. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled [Internships 3800](#).

ART 3802 Internship in 2-D Design/Portfolio Preparation (1-8)

Prerequisites: Junior standing or permission of supervising faculty; at least 12 semester hours completed at Greensboro College prior to enrolling in the internship; completion of internship contract with the Director of Career and Personal Development, including required permissions.

Offered: Every semester as needed

This course offers students the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in art. The major in art requires a 1-hour internship. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled [Internships 3800](#).

ART 3803 Internship in 3-D Design/Portfolio Preparation (1-8)

Prerequisites: Junior standing or permission of the supervising faculty; at least 12 semester hours completed at Greensboro College prior to enrolling in the internship; completion of internship contract with the Director of Career and Personal Development, including required permissions.

Offered: Every semester as needed

This course offers students the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in art. The major in art requires a 1-hour internship. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled [Internships 3800](#).

ART 3910 Art History II: Revolutionary Neoclassical, Modern and Contemporary Art (H) (4)

Offered: Every spring semester

Covers the global art explosion, from just before 1800 to the present, emphasizing aesthetic and critical theories and studio practices, social and cultural similarities and differences, and wide-ranging implications of art media and messages. May be taken out of sequence with Art History I.

ART 4205 Contemporary Practices (4)

Offered: Every spring semester

This course is designed to allow students to study and participate in several contemporary art practices such as Installation, Video, Performance Art and/or Social Practice Art. Methodologies will include research, student presentations, class critiques, conversations with visiting artists, and personal exploration of relevant themes. Senior art majors will be writing proposals for each project including artists they have researched, as well as personal artist statements. These small writing assignments will lead to a final, thesis-style, paper and PowerPoint presentation, to satisfy their senior level assessment requirement.

ART 4500 Special Topics in Art (4)

Prerequisite: Advanced standing

Offered: Periodically based on student need

This course provides an opportunity for advanced study in Studio Art or Art History in relation to selected topics. This course may be repeated.

ART 4900 Senior Exhibition (1)

Prerequisites: Advanced status, consent of art faculty

Offered: Every semester

This course is to be taken in the senior year by students who have developed a sense of direction and maturity in art. Seniors are expected to be self-motivated and to produce a sequence of work demonstrating originality of concept and technical proficiency. Creation of an exhibition and an artist's work statement are required. The student will plan, mount and present an exhibition of his/her art during the semester. Following the exhibition, the student will make an oral defense before the combined art faculty.

ATHLETIC TRAINING (ATH)

School of Sciences and Mathematics

ATH 1210 Foundations of Athletic Training (1)

Offered: Every spring semester

This course introduces the student to the profession of Athletic Training and the roles and responsibilities of an Athletic Trainer. This course requires 45 hours of observation under the supervision of a Greensboro College Athletic Trainer.

ATH 1300 First Aid and Response (2)

Offered: Every semester

This course is designed to address the hands-on practice, acquisition and assessment of advanced first aid and CPR skills. This class would be beneficial for parents, coaches, and school and community leaders; CPR for the lay person or employee office worker will be taught. The skills include understanding when and how one can help in an emergency situation. It is optional for students to purchase a first aid kit and pay for the first aid and CPR certification offered through the Emergency Care and Safety Institute (ECSI).

ATH 2021 Clinical Athletic Training I (2)

Prerequisites: Athletic Training Program Enrollment and completion of ATH 1210

Offered: Every fall semester

This course is designed to provide the student with a clinical education site where the student can engage in real patient care to develop their knowledge, skills, and abilities to further enhance their professional preparation.

ATH 2121 Clinical Athletic Training II (2)

Prerequisites: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2121, ATH 2220, and ATH 2440.

Offered: Every spring semester

This course is designed to provide the student with a clinical education site where the student can engage in real patient care to develop their knowledge, skills, and abilities to further enhance their professional preparation.

ATH 2220 Bracing, Taping, and Wrapping (2)

Prerequisites: Athletic Training Program Enrollment and completion of ATH 1210

Offered: Every fall semester

This course is designed to provide the student with the knowledge and skills necessary to apply bracing, taping, and wrapping procedures, splints, braces, and other specialty protective devices.

ATH 2340 Emergency and Acute Care (4)

Prerequisites: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2220, ATH 2440, and ATH 2640.

Offered: Every spring semester

This course introduces sound approaches and programs to prevent the incidence of injury/illness as well as provide the student with knowledge and skills necessary to recognize and evaluate emergency and acute conditions.

ATH 2440 Orthopedic Lower Evaluation I and Laboratory (4)

Prerequisites: Athletic Training Program Enrollment and completion of ATH 1210

Offered: Every fall semester

This course is designed to provide the student with knowledge and skills necessary to recognize and

evaluate orthopedic injuries of the lower extremity.

ATH 2540 Orthopedic Upper Evaluation II and Laboratory (4)

Prerequisites: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2220, ATH 2440, and ATH 2640.

Offered: Every spring semester

This course is designed to provide the student with knowledge and skills necessary to recognize and evaluate orthopedic injuries of the upper extremity.

ATH 2640 Therapeutic Modalities and Laboratory (4)

Prerequisites: Athletic Training Program Enrollment and completion of ATH 1210

Offered: Every fall semester

This course is designed to provide the student with knowledge and skills necessary to utilize therapeutic modalities to maximize the patient's participation and health-related quality of life.

ATH 3021 Clinical Athletic Training III (2)

Prerequisites: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2121, ATH 2220, ATH 2340, ATH 2540, ATH 2640

Offered: Every fall semester

This course is designed to provide the student with a clinical education site where the student can engage in real patient care to develop their knowledge, skills, and abilities to further enhance their professional preparation.

ATH 3121 Clinical Athletic Training IV (2)

Prerequisites: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2121, ATH 2220, ATH 2340, ATH 2440, ATH 2540, ATH 2640, ATH 3021, ATH 3440, ATH 3640

Offered: Every spring semester

This course is designed to provide the student with a clinical education site where the student can engage in real patient care to develop their knowledge, skills, and abilities to further enhance their professional preparation.

ATH 3440 Orthopedic Spine Evaluation III and Laboratory (4)

Prerequisites: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2121, ATH 2220, ATH 2340, ATH 2540, ATH 2640

Offered: Every fall semester

This course is designed to provide the student with knowledge and skills necessary to recognize and evaluate orthopedic injuries of the head and spine.

ATH 3660 Rehabilitation of Musculoskeletal Conditions and Laboratory (4)

Prerequisites: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2121, ATH 2220, ATH 2340, ATH 2440, ATH 2540, ATH 2640, ATH 3021, ATH 3440, ATH 4630, BIO 2300, BIO 2400

Offered: Every spring semester

This course is an in-depth study of the domain of therapeutic exercise for injury prevention and rehabilitation. Topics include the design and implementation of a comprehensive rehabilitation program including flexibility, muscular strength and endurance, cardiovascular endurance, neuromuscular control, proprioception, agility, power and speed for activities of daily living and return to physical activity and sport. Emphasis will be placed on evidence-based clinical decision making, instruction and supervision of exercise programming, and surgical interventions for common orthopedic injuries and disorders.

ATH 4021 Clinical Athletic Training V (2)

Prerequisites: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2121, ATH 2220, ATH 2340, ATH 2440, ATH 2540, ATH 2640, ATH 3021, ATH 3121, ATH 3440, ATH 3660, ATH 3730, ATH 4630, BIO 2300, BIO 2400

Offered: Every fall semester

This course is designed to provide the student with a clinical education site where the student can engage in real patient care to develop their knowledge, skills, and abilities to further enhance their professional preparation.

ATH 4121 Clinical Athletic Training VI (2)

Prerequisites: ATH 1210, ATH 2021, ATH 2121, ATH 2220, ATH 2340, ATH 2440, ATH 2540, ATH 2640, ATH 3021, ATH 3121, ATH 3440, ATH 3660, ATH 4021, ATH 4630, ATH 4640, ATH 4950, BIO 2300, BIO 2400

Offered: Every spring semester

This course is designed to provide the student with a clinical education site where the student can engage in

real patient care to develop their knowledge, skills, and abilities to further enhance their professional preparation.

ATH 4320 Athletic Training Clinical Education IV (4)

Prerequisite: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2121, ATH 2220, ATH 2340, ATH 2440, ATH 2540, ATH 2640, ATH 3021, ATH 3121, ATH 3440, ATH 3660, ATH 4630, BIO 2300, BIO 2400

Offered: Every fall semester

This course has been structured to provide the student with the opportunity to collaborate with a clinical instructor in an outpatient rehabilitation clinic and in a physician's office or with a collegiate athletic team for an entire semester. During this rotation, students are required to become an integral member of the facility's staff. A minimum of 180 hours of clinical experience is required, but cannot exceed 300 hours during the semester. Students are evaluated during the course through the use of clinical proficiency modules, case studies, performance evaluations and a portfolio.

ATH 4340 Athletic Training Clinical Education V (4)

Prerequisite: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2121, ATH 2220, ATH 2340, ATH 2440, ATH 2540, ATH 2640, ATH 3021, ATH 3121, ATH 3440, ATH 3660, ATH 4630, BIO 2300, BIO 2400

Offered: Every spring semester

This course has been structured to provide the student with an opportunity collaborate with a clinical instructor in an outpatient rehabilitation clinic and in a physician's clinic or with a collegiate athletic team for an entire semester. During this rotation, students are expected to become an integral member of the facility's staff. A minimum of 180 hours of supervised clinical experience is required, but cannot exceed 300 hours during the semester. Students complete the appropriate rotation not assigned during ATH 4320. Students are evaluated during the course through the use of clinical proficiency modules, case studies, and performance evaluations, and a portfolio. At the completion of the semester, students must submit 20 professional development units.

ATH 4640 Assessment and Treatment of Medical Conditions (4)

Prerequisites: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2121, ATH 2220, ATH 2340, ATH 2440, ATH 2540, ATH 2640, ATH 3021, ATH 3121, ATH 3440, ATH 3660, ATH 4630, BIO 2300, BIO 2400

Offered: Every fall semester

This senior level course is an in-depth study of medical conditions incurred by individuals. Students will learn how to identify a broad range of medical conditions and will understand their treatment. Pharmacology will be a strong component of this course. Same as HLT 4640.

ATH 4900 Senior Seminar (4)

Prerequisites: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2121, ATH 2220, ATH 2340, ATH 2440, ATH 2540, ATH 2640, ATH 3021, ATH 3121, ATH 3440, ATH 3660, ATH 4021, ATH 4630, ATH 4640, ATH 4950, BIO 2300, BIO 2400

Offered: Every fall semester

This course is a capstone course that will focus on the administrative and professional development issues specific to the profession of athletic training.

ATH 4950 BOC Examination Preparation (4)

Prerequisites: Athletic Training Program Enrollment, ATH 1210, ATH 2021, ATH 2121, ATH 2220, ATH 2340, ATH 2440, ATH 2540, ATH 2640, ATH 3021, ATH 3121, ATH 3440, ATH 3660, ATH 4630, BIO 2300, BIO 2400

Offered: Every fall semester

This course will allow students to identify areas of strength and weakness in content areas of Athletic Training and will help them develop strategies to be successful on the BOC certification examination. Students will take several mock examinations and will assess their results to develop a study plan for success.

BIOLOGY (BIO)

School of Sciences and Mathematics

BIO 1100 General Biology I and Laboratory (4)

General Education: Quantitative/Analytical course

Offered: Every fall semester and Summer Session I

This course outlines the principles of biological systems, physiology, morphology and embryology of plants and animals with a thorough discussion of the cell. Lecture three hours; laboratory two hours.

BIO 1110 General Biology II and Laboratory (4)

General Education: Quantitative/Analytical course

Offered: Every spring semester and Summer Session II

This course focuses on the principles of genetics, biodiversity, ecology and evolution. Lecture three hours; laboratory two hours.

BIO 1300 Introduction to Animal Biology and Laboratory (4)

General Education: Quantitative/Analytical course

Prerequisite: Biology or Athletic Training major

Offered: Every fall semester

This course outlines the principles of biological systems, including biomolecules and cells, followed by an introduction to the evolution, physiology, morphology and embryology of the animal kingdom. Lecture three hours; laboratory two hours.

BIO 1350 Introduction to Plants and Ecosystems and Laboratory (4)

Prerequisite: Biology major.

Offered: Every spring semester

This course focuses on the principles of ecology and evolution together with an introduction to the evolution, morphology, anatomy, and physiology of the plant kingdom. Lecture three hours; laboratory two hours.

BIO 1400 Plants in Folklore and Medicine (4)

Offered: Periodically based on student need

This course is a general survey of the historical, biological, chemical and ethnobotanical aspects of the role of plants in the development of human culture and modern medicine. Emphasis is placed on common medicines and their botanical and cultural origins. Lecture three hours.

BIO 2220 Systematics of Seed Plants and Laboratory (4)

Prerequisite: BIO 1100 or BIO 1110 or BIO 1300 or BIO 1350

Offered: Periodically based on student need

This is a field-oriented introduction to the habitats, structures and classification of the major families and genera of higher plants. Lecture three hours; laboratory four hours.

BIO 2230 Natural History of Vertebrates and Laboratory (4)

Prerequisite: BIO 1100 or 1110 or BIO 1300 or BIO 1350

Offered: Fall semesters, 2018 and 2020

This is a field-oriented study of the vertebrates common to the piedmont and mountains of North Carolina, emphasizing their anatomy, identification, classification, behavior, adaptation and evolutionary history. Each student must possess field apparel. Lecture three hours; laboratory three hours.

BIO 2240 Invertebrate Zoology and Laboratory (4)

Prerequisite: BIO 1110 or BIO 1350

Offered: Fall 2017

This course is a study of the taxonomy, morphology, evolutionary relationship and natural history of the major invertebrate groups, including the insects. Lecture three hours; laboratory two hours.

BIO 2250 Ornithology and Laboratory (4)

Prerequisite: BIO 1100 or BIO 1110 or BIO 1300 or BIO 1350

Offered: Spring semesters, 2018 and 2020

This is a habitat-oriented study of birds, their classification, general characteristics and distribution. Each student must possess field apparel plus a field glass of 7x35 minimum power. Lecture three hours; laboratory four hours.

BIO 2300 Human Anatomy and Physiology I and Laboratory (4)

Prerequisite: BIO 1100 or BIO 1110 or BIO 1300 or BIO 1350

Offered: Every fall semester

This course focuses on the cellular and biochemical aspects of anatomy and physiology and begins the study of the different organ systems. This course will cover cell structure and function and the skeletal, muscular and nervous systems. The laboratory portion of the course will stress the anatomy of the different organ systems. Lecture three hours; laboratory two hours.

BIO 2400 Human Anatomy and Physiology II and Laboratory (4)

Prerequisite: BIO 1100 or BIO 1110 or BIO 1300 or BIO 1350

Offered: Every spring semester

This course will continue the study of the structure and functioning of the organ systems of the human body. The endocrine, digestive, respiratory, circulatory, excretory, and reproductive systems will be studied in this course. The laboratory portion of the course will focus on the functioning of the different organ systems. Lecture three hours; laboratory two hours.

BIO 2600 Parasitology and Laboratory (4)

Prerequisite: BIO 1100 or BIO 1110 or BIO 1300 or BIO 1350

Offered: Fall semesters, 2018 and 2020

This course provides an introduction to protozoan, helminth, and ectoparasitic arthropod parasites for majors and allied health students. Topics covered include the taxonomy, morphology, ecology, life histories, control, medical treatment, adaptations, and laboratory diagnosis of parasites affecting humans and domestic animals. Lecture three hours; laboratory two hours.

BIO 3200 Evolution (4)

Prerequisite: BIO 1100 or BIO 1110 or BIO 1300 or BIO 1350

Offered: Periodically based on student need

This course is a survey of current concepts in evolutionary biology, including Darwinian and neo-Darwinian theories, Punctuated Equilibrium model, modes of speciation, and molecular clock.

BIO 3300 Comparative Vertebrate Morphology and Laboratory (4)

Prerequisite: BIO 1100 or BIO 1110 or BIO 1300 or BIO 1350

Offered: Periodically based on student need

This is a detailed study of the organ systems of representative vertebrates including the shark, necturus, and cat. Lecture three hours; laboratory two hours.

BIO 3370 Histology and Laboratory (4)

Prerequisite: BIO 1100 or BIO 1110 or BIO 1300 or BIO 1350

Offered: Fall semesters, 2017 and 2019

This is a course designed to give the student insight into the structure and functions of tissues in the human body. Emphasis will be placed on normal tissues and on their cells and intercellular substances. Lecture three hours; laboratory four hours.

BIO 3400 Ecology and Laboratory (4)

Prerequisite: BIO 1100 or BIO 1110 or BIO 1300 or BIO 1350

Offered: Fall 2019

This course is a study of the interrelationships of animal and plant life on the population, community and ecosystem levels. Each student must possess field apparel. Lecture three hours; laboratory four hours.

BIO 3450 Environmental Science and Laboratory (4)

General Education: Quantitative/Analytical course

Offered: Fall semesters, 2018 and 2020

This course is an interdisciplinary study of the interaction of humans with the environment. It will evaluate the ecological, political, social, ethical, and economic aspects of humans' impact on the environment. Topics include resource management, population growth, waste management, pollution, conservation, and alternative energy sources. Lecture 3 hours; laboratory 3 hours. Same as URE 3450 and OBA 3160 (online only).

BIO 3470 Urban Ecology and Laboratory (4)

Prerequisite: BIO 1350

Offered: Spring semesters, 2018 and 2020

This course provides an introduction to the composition, ecological processes, and management of urban ecosystems. Topics covered include parks, reservoirs, and greenways; urban wildlife; zoning and development; environmental politics and problems associated with urban settings. Lecture three hours; laboratory three hours. Same as URE 3470.

BIO 3600 Embryology and Laboratory (4)

Prerequisite: BIO 1100 or BIO 1110 or BIO 1300 or BIO 1350

Offered: Periodically based upon student need

This course offers a detailed study of the development of organisms from fertilization through the formation of the major organs. The work is based on a comparative study of the embryos of the frog, chick and pig. Lecture three hours; laboratory four hours.

BIO 3650 Cell Biology and Laboratory (4)

Prerequisites: BIO 1100 or BIO 1300; and BIO 1110 or BIO 1350; and CHM 1100 and CHM 1200

Offered: Spring semesters, 2018 and 2020

This course studies both the generalized cell, its components and functions, and the cell in its many forms as it is found in plant and animal tissues. The B and T cells of the lymphatic system as well as humoral and cellular response mechanisms are stressed. Lecture three hours; laboratory two hours.

BIO 3670 Genetics and Laboratory (4)

Prerequisites: BIO 1100 or BIO 1300; and BIO 1110 or BIO 1350

Offered: Spring semesters, 2019 and 2021

This course is a discussion of transmission, molecular and population genetics. The laboratory is designed to give the major student additional scope through experimental breeding of *Drosophila* and cytogenetic examination of special tissues. Lecture three hours; laboratory four hours.

BIO 3690 Microbiology and Laboratory (4)

Prerequisites: BIO 1100 or BIO 1300; and BIO 1110 or BIO 1350, and CHM 1100 and CHM 1200

Offered: Fall semesters, 2018 and 2020

This is a study of microorganisms emphasizing the principles and techniques used in their isolation, culture, identification and fundamental aspects of modern immunology. Their economic importance in everyday life, industry and in the maintenance of health of animals and plants is stressed. Lecture three hours; laboratory four hours.

BIO 4500 Special Topics (4)

Prerequisite: 12 hours of biology including BIO 1100 or BIO 1300; and BIO 1110 or BIO 1350

Offered: Periodically based on student need

This course will consider specialized topics as an elective. Topics to be taught might include Human Evolution, Animal Behavior, Cryptogamic Botany, Advanced Microbiology, Immunology and Plant Anatomy. May be repeated for credit under different topics.

BIO 4850 Research (4)

Prerequisite: Junior or senior Biology major

Offered: Periodically based on student need.

This course focuses on individual research on a biological problem of interest to the student with attention to the development of research technique. Open to qualified junior and senior majors with permission of the biology faculty.

BIO 4900 Seminar (2)

Prerequisite: Junior standing

Offered: Every fall semester

This course will focus on current topics in biology as well as serve as a review of basic concepts. Required of all majors. Lecture two hours.

BIO 4910 Radiologic Technology I: First Semester (16.5)

This course is a marker for students enrolled in the first semester of the clinical portion of the combined degree program in biology/allied health. Credit hours (16.5) are not connected to the course, but represent transfer credit to be posted to the student's Greensboro College record upon receipt of transcript.

BIO 4920 Radiologic Technology II: Second Semester (16.5)

This course is a marker for students enrolled in the second semester of the clinical portion of the combined degree program in biology/allied health. See BIO 4910 for description.

BIO 4930 Radiologic Technology III: Third Semester (16.5)

This course is a marker for students enrolled in the third semester of the clinical portion of the combined degree program in biology/allied health. See BIO 4910 for description.

BIO 4940 Radiologic Technology IV: Fourth Semester (16.5)

This course is a marker for students enrolled in the fourth semester of the clinical portion of the combined degree program in biology/allied health. See BIO 4910 for description.

BIRTH THROUGH KINDERGARTEN EDUCATION (BKE)

School of Social Sciences and Education

BKE 3100 Professional Partnering with Diverse Families (4)

Offered: Spring semesters, 2019 and 2021

This course presents an overview of the basic skills and knowledge necessary to interact, establish partnerships and empower all families represented in today's diverse society. Students will both examine and practice the individualized, interpersonal skills required to become a culturally competent professional. A focus is placed upon study of the concepts of culture, diversity, unique family structures and needs and family-centered practices. The course includes a service-learning component requiring student to engage in experiences in local agencies serving families in the community.

BKE 3710 Behavior Guidance in Early Childhood Settings (4)

Offered: Spring semesters, 2018 and 2020

Within a multicultural context, this course introduces practical principles for developmentally appropriate guidance of young children. Topics include child development theory and Developmentally Appropriate Practices as related to social and emotional development in young children (birth through age eight). Emphasis is placed on strategies to promote the development of self-esteem and cultural awareness and effective communication skills in young children. Students will examine both direct and indirect guidance techniques and strategies appropriate for early childhood classroom management. Upon completion students should be able to demonstrate strategies which encourage positive social interactions between children and children and adults; promote conflict resolution, and promote the development of self-control, self-motivation and self-esteem in young children.

BKE 3720 Emerging Literacy Development (4)

Prerequisite: Admission to Teacher Education Program

Offered: Every fall semester

This course provides a framework for understanding the development of language and literacy in young children. Emerging literacy is regarded as a multidimensional activity with cognitive, linguistic, social, and psychological aspects. The course is designed to help students build on what children bring to oral language, reading and writing. The role of developmental and environmental literacy assessments is reviewed. Students will focus on family literacy across cultures and strategies to enhance developmentally appropriate language and literacy activities. This course involves active implementation of developmentally appropriate strategies to promote literacy development in young children.

BKE 3730 Supporting Early Human Development (3)

Prerequisite: PSY 2100

Offered: Fall semesters, 2017 and 2019

This course explores multi-cultural traditions in supporting early human development across domains. Environments, experiences and relationships that impact future health, learning and individual potential are examined. Emphasis will be placed upon responsive relationships as a basis for building powerful interactions to optimize critical periods of development. The course includes a primary focus on supporting development of infants and toddlers. Students will develop skills and knowledge specific to research-based practices to support development including: collaboration with diverse families; design of secure, stimulating and safe environments; selection of appropriate materials to support powerful play; culturally responsive strategies for collection of assessment data; and planning of individualized experiences.

BKE 3731 Field Component for Supporting Early Human Development (1)

Prerequisite: PSY 2100

Concurrent requisite: BKE 3730

Offered: Fall semesters, 2017 and 2019

This fieldwork is designed to support and complement the curriculum and methods for infants and toddlers course and will involve active implementation of strategies and practices explored in the course. This fieldwork is required for all students seeking birth through kindergarten licensure.

BKE 3735 Health, Nutrition and Safe Learning Environments for Young Children (2)

Prerequisite: Admission to Teacher Education Program

Offered: Fall semesters, 2018 and 2020

This course focuses on promoting and maintaining health and well being of young children. An emphasis is placed upon promoting healthy living in young children by creating safe and stimulating physical environments; teaching and modeling habits of healthy eating and living and planning and adapting experiences to support gross motor development, healthy eating and exercise. Further focus will be on

supporting young children in their development of habits to support personal hygiene and self-care. As a requirement of this course, students will also complete First Aid and Child/Infant CPR.

BKE 3740 Curriculum and Methods for Preschool and Kindergarten (3)

Prerequisites: Admission to Teacher Education Program, PSY 2100

Concurrent requisite: BKE 3741

Offered: Every fall semester

Within a multicultural context, this course explores, analyzes, and evaluates curriculum foundations and methodology developmentally appropriate for preschool and kindergarten children with and without disabilities. Topics discussed include the following: developmentally appropriate practices; dimensions of play; play as a method of learning and development; environmental design to support opportunities for large and small motor development and sensory integration as well as development across all developmental domains; strategies to include health, nutrition, and safety within daily outdoor and indoor activities; curriculum and methods of facilitating development across domains; supporting the development of self-discipline; positive self concept and positive interactions among and between peers and teachers; child, parent-, and teacher-initiated activities; the link between observation, documentation and assessment and daily planning; selection and use of developmentally appropriate toys, materials and strategies and strategies for collaboration with families from diverse cultural backgrounds. Further study involves examination and review of various curriculum planning philosophies and how each may inform, influence and enhance the development of a personalized curriculum philosophy. Strategies include balancing developmentally appropriate practice with current state and national standards.

BKE 3741 Field Component for Curriculum and Methods for Preschool and Kindergarten (1)

Prerequisites: Admission to Teacher Education Program, PSY 2100

Concurrent requisite: BKE 3740

Offered: Every fall semester

This fieldwork is designed to support and complement the curriculum and methods for preschool and kindergarten course. Students will actively implement ideas and strategies explored in the course, in inclusive early childhood educational environments. This fieldwork is required for all students seeking birth through kindergarten licensure.

BKE 3745 Creative Arts and Movement Experiences for Young Children (2)

Prerequisite: Admission to Teacher Education Program

Co-requisite: BKE 3755

Offered: Every spring semester

This course explores, analyzes, and evaluates the development of creativity in young children with an emphasis on both the arts and promoting health through creative movement. Topics discussed include the following: creativity, the creative teacher, visual arts and creating visual arts with young children, music and movement and creative drama. Students will be introduced to a variety of art forms and artists and developmentally appropriate strategies to integrate engaging and meaningful creative experiences throughout the curriculum. A focus is placed upon planning, adaptation, environmental design and the collection and use of beautiful and everyday materials to inspire young children to engage in challenging creative learning experiences in art, music, movement and physical skills, and dramatics.

BKE 3755 Math, Science and Social Studies for Young Children (2)

Prerequisite: Admission to Teacher Education Program

Co-requisite: BKE 3745

Offered: Every spring semester

This course has a primary focus on planning and adaptation of developmentally appropriate experiences in science, math, and social studies for young children. An emphasis is placed upon environmental design and adaptation to provide engaging, developmental experiences in each area. Topics include the development of young children's understanding of numeracy, scientific concepts and the world around them. From a constructionist perspective students will examine and practice teacher strategies that promote young children to engage in discovery-based examination, experimentation, and documentation.

BUSINESS ADMINISTRATION (BUS)

School of Business

BUS 1100 Introduction to Business (4)

Offered: Every year, either fall or spring semester

This course is an introductory survey course for non-business majors.

BUS 2002 Organizational Behavior and Management (4)

Offered: Every spring semester

This course focuses on behavior and management within work settings. Organizational functioning is complex and no single theory of model for organizational behavior has emerged as the best or most practical. This course prepares the student by developing diagnostic skills and an understanding of the management principles that must be used to effectively guide behavior in the organization. Topics covered include an overview of the field of organizational behavior, group behavior and interpersonal influence, organizational processes, and organizational design, change, and innovation.

BUS 2003 Marketing (4)

Offered: Every fall semester

This course offers an introduction to marketing principles and practices. Topics to be covered include consumer decision-making, segmentation and target marketing, products, pricing, promotions, and distribution.

BUS 2300 Principles of Personal Finance (4)

Offered: Periodically based upon student need

This course investigates the principles of personal money management and financial planning for the individual and family including analysis of home buying, credit purchase, insurance, and investments.

BUS 2401 Advancing with Excel (2)

Offered: Periodically based upon student need

This course is an in-depth study of the use of Microsoft Excel for business-related purposes. It provides students the opportunity to learn this industry standard program by applying real-world data management skills and data analyses techniques. The course offers extensive hands-on training on the introductory, intermediate, and beginning advanced levels. General topics included are managing and organizing data using tables, calculating data with formulas and functions, analyzing data using charts and conditional formatting, summarizing data with outlining and pivot tables, validating data and trouble-shooting errors, and automating procedures with macros. This course should accommodate the needs of those desiring to obtain comprehensive knowledge and application of using spreadsheets in any career field.

BUS 2402 Assessing and Accessing Data (2)

Offered: Periodically based upon student need

This course is an in-depth study of the use of Microsoft Access for business-related purposes. It provides students the opportunity to learn this industry standard program by applying real-world relational database management skills and database design techniques. This course offers extensive hands-on training on the introductory, intermediate, and advanced levels. General topics included are understanding the nature and business use of relational databases, effectively planning and designing a database, normalizing data, understanding data types, developing effective entity relationship models and diagrams, understanding the role of primary and foreign keys, creating tables, modifying field properties, enforcing referential integrity, developing sub-datasheets, developing queries, understanding SQL coding and types of joins, and designing basic forms to enter and modify the data, and designing basic reports. This course should accommodate the needs of those desiring to obtain comprehensive knowledge and application of using a relational database in any career field.

BUS 3210 Human Resource Management (4)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course offers an introduction into the conceptual and empirical aspects of managing human resources within an organization. Topics to be covered include: staffing, training and development, compensation, and an overview of employment law.

BUS 3220 Operations Management (4)

Prerequisites: Junior standing; minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course examines the management of operating systems in both goods manufacturing and service producing industries. Topics included are: trade-off analysis, process analysis, workplace methods, production and inventory control systems, capacity planning and operations strategies. The course makes extensive use of case studies in operations management while developing a framework for the analysis of operating systems. The course is designed to be an introduction to operations management and should accommodate the needs of those desiring an overview of operations management as well as those who are planning careers in the operations management area. Students may take either BUS 2220 or BUS 3220 for credit.

BUS 3230 Leadership (4)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course presents the current body of research in leadership and helps the student gain an understanding of how that research can be applied both personally and as a professional in any organizational endeavor. Included will be studies of trait, behavioral, contingency, charismatic and transformational leadership theories. The roles of power and influence will be studied as will the evolving thoughts related to Emotional Intelligence. The leadership of change and the great need for ethical leadership across all levels of human activity will be foundational to this course.

BUS 3250 Nonprofit Leadership (4)

Prerequisites: Junior standing; minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

While nonprofits share many similarities to businesses, nonprofit leaders are confronted with distinct issues. This course will apply basic business principles to the specific nonprofit setting while introducing future nonprofit leaders to this vibrant environment. Specific topics to be covered include: volunteer recruiting and management, strategic planning within the nonprofit environment, cause and service marketing along with fundraising concepts. The course will involve active learning exercises and is open to all majors. Cross-listed with POL 3250.

BUS 3310 Introduction to Retailing (4)

Prerequisites: BUS 2003, junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course offers an introduction to retail management. Topics to be covered include strategic management, location, pricing and merchandising decisions, and the changing retail environment.

BUS 3320 Advertising and Promotion Management (4)

Prerequisites: BUS 2003, junior standing, minimum cumulative grade point average of 2.5

Offered: Every spring semester, unless substituted with BUS 4530 (Special Topics in Marketing)

This course focuses on the development and execution of advertising and promotional plans, including objectives, media, and copy. Other topics to be covered include historical advertising and promotional campaigns, advertising regulations, and social and economic effects.

BUS 3330 Consumer Behavior (4)

Prerequisites: BUS 2003, junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based upon student need

This course draws upon psychological, sociological, and anthropological theories to promote a better understanding of consumer behavior. Topics to be covered include consumer decision making and the individual characteristics and environmental factors that influence consumers' beliefs, attitudes, and behaviors.

BUS 3350 Personal Selling (4)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course will focus on personal selling skills and developing an advantage in today's global career environment. It combines lecture, role play, and Customer Relationship Management software experiences to allow students to build confidence and understanding of how professional salespersons analyze compelling business needs, create sales strategies and building long term sales relationships in an ethical context. Learning outcomes will be evaluated with quizzes, oral presentations, and role play exercises.

BUS 3400 Financial Management (4)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.5; recommended prerequisites ACC 1102, MAT 1050

Offered: Every fall semester

This course develops the skill of recognizing and analyzing financial problems. It is an integrated approach to financial management emphasizing basic concepts of valuation, investment and financial structure.

BUS 3410 Introduction to Investments (4)

Prerequisites: BUS 3400, Junior standing, minimum cumulative grade point average of 2.5

Offered: Every year, either fall or spring semester

This course surveys the principles of investment and is designed to give the student a broad perspective of investment practice and theory.

BUS 3420 Developing and Delivering Effective Multimedia Presentations (2)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course will enable students to gain confidence in developing and delivering a business presentation using an industry-standard visual aid. Students will learn multimedia presentations that are being used throughout the Internet that are specifically geared to run on devices such as tablets, phablets, and mobile phones. Learn to leverage the multimedia capabilities (video, graphics, pictures, clipart, smart art, etc.) in PowerPoint and other presentation programs such as Prezi, to create stunning presentations that will run well on those devices. A presentation might also need to be used as a visual aid to support a topic being presented to a group. Learn to deliver the presentation with professionalism and personality. This course is project-based and includes a self-assessment, along with instructor and peer feedback. Students will create and deliver 3 major presentations over the course of the semester.

BUS 3800 Internship (1-8)

Prerequisites: Junior standing; at least 12 semester hours completed at Greensboro College prior to enrolling in the internship; completion of internship contract with the Director of Career and Personal Development, including required permissions

Offered: Every semester as needed

This course offers students the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in business. The major in business administration and economics requires a 4-hour internship. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled [Internships 3800](#).

BUS 3910 Careers in Business I (1)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.5

Offered: Every fall semester

This hybrid course develops student resumes and introduces students to online portfolios. Students will be shown resume styles and create their own. Students will learn about career opportunities and select career options that suit their interests and academic experience. Students will begin to create their own online portfolios which will demonstrate their capabilities and interests in academic courses to date.

BUS 3920 Careers in Business II (1)

Prerequisites: BUS 3910, junior standing, minimum cumulative grade point average of 2.5

Offered: Every spring semester

Students will add to their portfolios developed in BUS 3910 and refine their resumes. Students will visit or hear from businesses to help them assess their career opportunities and interests. A mentorship program will be introduced and students will work through a process to find mentor matches. Students will participate in mock job interviews. Students will do information interviews.

BUS 4000 Entrepreneurship (4)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course serves to construct a foundation of the skills which will support the design and launch of an entrepreneurial venture. It will introduce a set of practical skills useful in summarizing, monitoring, and predicting business performance and explore the outlook and personal character related to nurturing a successful lifestyle of entrepreneurship.

BUS 4010 Launching Your Own Business (2)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course teaches key areas in which to develop expertise when a person is starting his/her own sole proprietorship. The course covers essential legal, accounting and bookkeeping, and marketing information to successfully launch his/her own business. The goal of the course is to have each student create and operate their own website describing and marketing their business. In particular, the course will illustrate how to tie-in with social media to enhance marketing and to make the one-person business a success in whatever field is chosen.

BUS 4210 International Business (4)

Prerequisites: ECO 1050; BUS 2002; junior standing; minimum cumulative grade point average of 2.5

Offered: Every spring semester

This course develops the process of how a business functions within the international context and will provide the student with an understanding of major strategic problems management faces in multinational operations. Topics included will be an analysis of competitive forces in a global market, successful international competitive strategies and managerial systems necessary to accomplish organizational goals.

BUS 4230 Human Resources and Business Management Skills (4)

Prerequisites: Junior standing; minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course introduces students, as future managers and entrepreneurs, to topics concerning individual and group behavior in organizations. The course will highlight the important practical implications of the concepts for managing people in organizations. The class will involve lectures, classroom discussions, and skill-building activities, for more informed learning.

BUS 4310 International Marketing (4)

Prerequisite: ECO 1050; BUS 2003, junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course covers the international issues associated with the development, pricing, promotion, and distribution of products. Topics to be covered include the international political, legal, and economic environment, and global marketing strategy.

BUS 4401 Insurance (4)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course fosters an understanding of the principles and practices of providing personal, family and organizational security against the risks of loss. The course also covers topics involving insurance products, costs, pricing, settlement options, replacement, premium and costs computations, saving for retirement, annuity products and their costs, and social insurance.

BUS 4402 Real Estate (4)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.5.

Offered: Periodically based on student need

This course fosters an understanding of the basic principles and business fundamentals of real estate. The course is organized to help build knowledge of real estate topics such as: leasing, land description methods, rights and interests in land, sales contracts, abstracts, deeds, mortgages, and listings.

BUS 4420 International Finance (4)

Prerequisites: BUS 3400, junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course examines the operation of international currency exchange and capital markets and applies financial management principles to the decisions of multinational corporations. Topics, including the source and use of funds, exchange rate forecasting, hedging of exchange and political risk, working capital management, and capital budgeting, are discussed in light of such multinational complexities as foreign exchange risk and multiple legal and political jurisdictions.

BUS 4500 Special Topics (4)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course presents special topics in business. May be repeated a maximum of three times.

BUS 4520 Special Topics in Management (4)

Prerequisites: BUS 2002, junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course covers special topics in management, such as current events or managerial topics currently generating a high level of interest from management professionals, researchers, or the public. May be repeated a maximum of three times.

BUS 4530 Special Topics in Marketing (4)

Prerequisites: BUS 2003, junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course covers special topics in marketing, such as current events or marketing topics currently generating a high level of interest from consumers, marketing professionals, or society. May be repeated a maximum of three times.

BUS 4540 Special Topics in Finance (4)

Prerequisites: BUS 3400, junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course covers special topics in finance. May be repeated a maximum of three times.

BUS 4900 Business Policy and Strategy (4)

Prerequisites: ECO 1050, ACC 1102, MAT 2360, BUS 2002, BUS 2003, BUS 3400, senior standing, minimum cumulative grade point average of 2.5

Offered: Every spring semester.

This capstone course develops sound judgment based on current knowledge, the present environment and ethical considerations. Case studies in top managerial decision-making, policy formulation and strategic planning are required. Integration of the various business functions is studied so that the student will become proficient in solving organizational problems.

BUS 4910 Careers in Business III (1)

Prerequisites: BUS 3910 and BUS 3920, senior standing, minimum cumulative grade point average of 2.5

Offered: Every fall semester

Students will add to their portfolios developed in BUS 3910 and BUS 3920 and refine their resumes. Students will visit or hear from businesses to help them assess their career opportunities and interests. Students will participate in the mentorship program and evaluate their mentorship experience. Students will participate in mock interviews, information interviews, and set up appointments for actual job interviews.

BUS 4920 Careers in Business IV (1)

Prerequisites: BUS 3910, BUS 3920, BUS 4910, senior standing, minimum cumulative grade point average of 2.5

Offered: Every spring semester

Students will complete their portfolios and make them public online. Students will do actual job interviews and evaluate their performance using standard interview evaluation methods. Students will learn how to evaluate job offers and to negotiate the job offer.

CAREER AND LIFE DIRECTIONS**CLD 1100 Exploring Career and Life Directions (2)**

Prerequisite: Freshman or sophomore standing or permission of instructor

Offered: Every semester

This course is for students who are either a) uncertain about their academic and career direction, or b) ready to take the first steps in engaging in a particular career interest. This course will encourage students to start thinking beyond college by exploring their interests, skills, and values using career assessments; and researching majors, careers, and occupations of potential interest. Reflection and discussion are integral components. An improved sense of academic/career direction leading to enhanced academic/career motivation is a primary outcome of this course. Students may take both CLD 1100 and CLD 3100 for credit.

CLD 3100 Experiencing Career and Life Directions (2)

Prerequisite: Junior standing or permission of instructor

Offered: Every semester

This course will help students to identify satisfying career options, meet individuals in careers they are interested in, and learn about those careers through informational interviews, site visits and shadowing experiences. The emphasis will be on "hands-on" learning and will include the use of outside guests. This course will also require the development of a resume and cover letter and participating in a mock interview. Important outcomes of the course are: 1) improved sense of academic/career direction leading to enhanced academic/career motivation; 2) hands-on exposure to/experience with career fields of interest; 3) developing skills required to successfully apply for internships and employment. Students may take both CLD 1100 and CLD 3100 for credit.

CHEMISTRY (CHM)

School of Sciences and Mathematics

CHM 1100 General Chemistry I and Laboratory (4)

General Education: Quantitative/Analytical course

Prerequisite: A grade of C- or better in MAT 1050 or a satisfactory score on the Greensboro College mathematics placement exam or permission of the instructor

Offered: Every fall semester

This course introduces the basic principles of chemistry. Topics included are atoms and elements, compounds and molecules, atomic structure, electron configurations, periodicity, chemical bonding,

molecular structure, reactions, reaction stoichiometry, thermochemistry and gas laws. There are three lecture hours and two laboratory hours per week.

CHM 1200 General Chemistry II and Laboratory (4)

Prerequisite: A grade of C- or better in CHM 1100

Offered: Every spring semester

This course is a continuation of CHM 1100. Topics covered are intermolecular forces, solutions, chemical kinetics, chemical equilibria, acids and bases, precipitation reactions, entropy, free energy, electrochemistry and nuclear chemistry. There are three lecture hours and two laboratory hours per week.

CHM 3100 Organic Chemistry I and Laboratory (4)

Prerequisite: A grade of C- or better in CHM 1200

Offered: Every fall semester

This course is an introduction to the chemistry of carbon compounds. Topics included are covalent bonds and shapes of molecules, alkanes, cycloalkanes, chirality, alcohols, alkyl halides, alkenes and alkynes. There are three lecture hours and two laboratory hours per week.

CHM 3200 Organic Chemistry II and Laboratory (4)

Prerequisite: A grade of C- or better in CHM 3100

Offered: Every spring semester

This course is a continuation of CHM 3100. Topics included are aromatic systems, organometallics, alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines and biomolecules. There are three lecture hours and two laboratory hours per week.

CHM 3210 Biochemistry (4)

Prerequisite: A grade of C- or better in CHM 3200

Offered: Every fall semester

This course is an introduction to the fundamentals of biochemistry. Topics included are structure, function and metabolism of proteins, carbohydrates, lipids, nucleic acids, vitamins and hormones. There are three lecture hours per week and several out of class assignments in which the student will be required to examine various metabolic pathways.

CHM 3300 Environmental Analytical Chemistry and Laboratory (4)

Prerequisite: A grade of C- or better in CHM 3200. A course in Statistics is highly recommended.

Offered: Periodically based on student need

This course is an introduction to the theory and quantitative methods of spectrophotometric analysis and analytical separations, integrating classical and instrumental techniques. Emphasis of the course will be Environmental applications, sampling techniques, statistical analysis of data, soil chemistry, aquatic chemistry, and atmospheric chemistry. There are three lecture hours and two laboratory hours per week.

CHM 4500 Research (1 – 4)

Prerequisite: A grade of C- or better in CHM 3200

Offered: Periodically based on student need

An original laboratory/literature problem will be investigated by the student. The course may require both a laboratory component as well as a library component.

COMPUTER SCIENCE (CSC)

School of Sciences and Mathematics

CSC 1010 Basic Software Applications (4)

Offered: Periodically based on student need

This course is an introduction to the use of Microsoft Windows and Microsoft Office software. The course will include an introduction to and application of Microsoft Word, Excel, and PowerPoint, and an introduction to simple web page development. This course may not be applied to the Mathematics major or minor.

CSC 1100 Programming I (4)

Prerequisite: MAT 1050 with a grade of C- or higher, placement by the Mathematics department, or a satisfactory score on the current Greensboro College mathematics placement test.

Offered: Periodically based on student need

This course is an introduction to the fundamental techniques of programming using Java. Topics include standard programming constructs, testing and debugging techniques, problem-solving strategies, the

concept of an algorithm, and fundamental data structures. The course will also include an introduction to object-oriented programming, including the use and design of classes and methods.

CSC 1200 Programming II (4)

Prerequisite: CSC 1100 with a grade of C- or higher

Offered: Periodically based on student need

This course is a continuation of CSC 1100, focusing on the ideas of data abstraction and object-oriented programming in Java. Topics include recursion, searching and sorting techniques, inheritance, polymorphism, graphical user interfaces, programming paradigms, virtual machines, and fundamental data structures.

CSC 1300 Uses of Information Technology (4)

Offered: Periodically based on student need

This course does not involve programming and is intended to provide students with an understanding of the skills required to effectively use computers in their disciplines. Topics include fundamentals of computing, microcomputer hardware architecture and computer ethics.

CSC 2200 Introduction to C/C++ Programming (4)

Prerequisite: CSC 1100

Offered: Periodically based on student need

This course is an introduction to the study of the C and C++ languages and is intended for students already familiar with the Java programming language. The course will introduce object-oriented design and programming methods using C and C++.

CSC 2300 Data Structures and Algorithm Analysis (4)

Prerequisites: CSC 1200 with a grade of C- or higher and MAT 2050 with a grade of C- or higher

Offered: Periodically based on student need

This course provides students with an opportunity to apply and expand on the data structure skills and techniques introduced in CSC 1100 and CSC 1200. The following data structures will be introduced: arrays, linked lists, stacks, queues, lists, trees, and hash tables. Concepts in graph theory, algorithm analysis, and program efficiency are included.

CSC 3000 Computer Architecture and Assembly Language (4)

Prerequisite: CSC 1100 with a grade of C- or higher

Offered: Periodically based on student need

This course is an introduction to effects of computer architecture on software development. During the course, students will learn an assembly language. The course will also discuss the architecture of multi-user computers.

CSC 3300 Database Management (4)

Prerequisite: CSC 1100 with a grade of C- or higher, or CSC 1300 with a grade of C- or higher

Offered: Periodically based on student need

This course is an introduction to database concepts. The course will require students to put into operation a database using a database management system. Topics include data independence, physical schema and subschema, the relational model, SQL, database design, and application design and development. Additional topics are chosen from: data storage, object-based databases, XML, and transaction management.

CSC 3500 Intermediate Special Topics in Computer Science (4)

Prerequisite: Permission of the instructor

Offered: Periodically based on student need

This course will consider specialized topics in computer science. May be repeated for credit under different topics.

CSC 4500 Advanced Special Topics in Computer Science (4)

Prerequisite: permission of the instructor

Offered: Periodically based on student need

This course will consider specialized topics in computer science. May be repeated for credit under different topics.

CRIMINAL JUSTICE (CRI)

School of Social Sciences and Education

CRI 2100 Self Defense (2)

Offered: Fall and spring semesters

This course explores the physical and mental aspects of personal self-defense. The course teaches the physical aspects such as defense against grabs, strikes, holds, and what to do when taken to the ground. The mental aspects involve demonstrating poise and self-confidence, being aware of your surroundings, and dealing with fear.

CRI 2260 Criminal Justice (4)

Offered: Every spring semester

This course offers an introduction to the criminal justice system as both process and structure in the United States. Topics surveyed include the system's history, constitutional limitations, philosophical background, major theoretical schools, and ongoing debates in the field including the death penalty, use of force, and restorative justice. Special attention is paid to each of the major components of the system: law enforcement, courts, and corrections. Same as SOC 2260.

CRI 3100 Deviance (4)

Offered: Fall semesters, 2018 and 2020

This course will investigate the nature of deviance as social behavior that departs from that regarded as "normal" or socially acceptable within a society or the social context, with a focus on sociological theories of deviance. Deviance and social control are revealed as complex social processes, cultural arrangements, and cultural adaptations.

CRI 3200 Criminology (4)

Offered: Fall semesters, 2017 and 2019

This course examines the nature and extent of crime in the United States. We will evaluate the factors leading to criminal behavior and measures to control it.

CRI 3300 Forensics (4)

Offered: Periodically based on student need

Work in this course will focus on major developments in the field of Forensic Science over the last century and allow students to gain hands-on experience in a variety of practices utilized in law enforcement today.

CRI 3400 Corrections (4)

Offered: Spring semesters, 2018 and 2020

This course examines the political, economic, and social factors influencing the historical development of the corrections system. Institutional corrections such as jails, boot camps, and prisons are examined as well as community-based approaches such as probation and parole.

CRI 3500 Murder in America (4)

Offered: Fall semesters, 2017 and 2019

This course will focus on the criminal aspects of murder. Students will explore known serial killers, mass murderers, and spree killers. The latest in cold case strategies will be presented to gain greater understanding on the ongoing legal and forensic approaches being used to solve older crimes. Behavioral analysis in addition to interviewing/interrogation techniques will be examined.

CRI 3800 Internship (1-8)

Prerequisites: Junior standing; at least 12 semester hours completed at Greensboro College prior to enrolling in the internship; completion of internship contract with the Director of Career and Personal Development, including required permissions

Offered: Every semester as needed

This course offers students the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in a local, state, or federal criminal justice organization. The major and minor in criminal require a 4-hour internship. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled [Internships 3800](#).

CRI 4200 Understanding Terrorism (4)

Offered: Fall semesters, 2018 and 2020

This course examines competing definitions of terrorism and the problems related to an accurate assessment of the amount and types of terrorism globally. It considers the current issues society faces when trying to understand and confront terrorism. Both domestic and international terrorism will be

considered with an examination of the broad social and cultural factors that led to the development of terrorist groups and actions.

CRI 4500 Special Topics (4)

Offered: Periodically based on student need

This course is a detailed analysis of a particular criminal justice topic. A seminar approach is utilized which requires extensive reading, individual or group projects, and research papers.

CRI 4810 Directed Study (1-4)

Offered: Periodically based on student need

These courses are created in conjunction with an instructor to allow students to gain an in-depth understanding of a particular specialized area in the criminal justice area.

CRI 4910 Senior Seminar (4)

Prerequisites: CRI 2260, SSC 3600, and junior or senior status.

Offered: Every spring semester

Designed to be the capstone course for the Criminal Justice Program. Explores in depth a particular topic in criminology/criminal justice chosen by the instructor. Emphasizes critical analysis of current literature, issues and policies through the development of original projects by students.

DANCE (DAN)

School of the Arts

DAN 1010 Ballet I (2)

Offered: Periodically based on student need

This course is a study of basic ballet vocabulary, combinations, and technique while introducing style, musicality, strength, flexibility, and correct alignment specifically for ballet. May be repeated for credit.

DAN 1110 Tap I (2)

Offered: Periodically based on student need

This course is a study of basic tap vocabulary, combinations, and technique to introduce rhythm, speed, and style. May be repeated for credit.

DAN 1210 Jazz I (2)

Offered: Periodically based on student need

This course is a study of basic jazz vocabulary, combinations, and technique while introducing style, musicality, strength, flexibility, and correct alignment specifically for jazz. May be repeated for credit.

DAN 1510 Ballroom Dance I (2)

Offered: Periodically based on student need

Ballroom dance consists of an introduction to American and Latin American ballroom dances. It includes the waltz, fox trot, cha cha, and swing and is designed to help the student become a competent social dancer. Same as KIN 1510. May be repeated for credit.

DAN 2010 Ballet II (2)

Offered: Periodically based on student need

This course is a study of more advanced ballet vocabulary and combinations to refine technique and increase strength and flexibility. May be repeated for credit.

DAN 2110 Tap II (2)

Offered: Periodically based on student need

This course is a study of more advanced tap vocabulary and combinations while focusing on clarity, speed, rhythm, and individual style. May be repeated for credit.

DAN 2210 Jazz II (2)

Offered: Periodically based on student need

This course is a study of more advanced jazz combinations and style to refine technique while enhancing musicality and creative expression. May be repeated for credit.

DAN 2310 Movement - Alexander Technique (4)

Offered: Every fall semester

The Alexander Technique is a process of becoming aware of personal habits that lead to excess tension or

stress. Students will explore ways of moving and thinking that will release unwanted tension patterns. Through this mind/body awareness, students learn to move easily, breathe freely, and develop presence. No prerequisites. May be repeated for credit.

DAN 2510 Ballroom Dance II (2)

Prerequisite: DAN/KIN 1510

Offered: Periodically based on student need

This course is a study of more advanced American and Latin ballroom dances. May be repeated for credit. Same as KIN 2510.

DAN 3020 Dance Ensemble (2)

Offered: Periodically based on student need

This performing ensemble combines concert and musical theatre style dance. Student choreographed works may also be performed. May be repeated for credit.

DAN 3610 Choreography (4)

Prerequisite: Students must complete one of the following technique courses: DAN 1010, DAN 1110, DAN 1210, DAN 1510, DAN 2010, DAN 2110, DAN 2210, or DAN 2510

Offered: Periodically based on student need

This course is a study of basic concepts in creating dances in a variety of styles from musical theatre to concert dance.

DAN 3750 Ballet Technique I (ballet emphasis) (4)

Prerequisite: Admission into the ballet emphasis

Offered: Every fall semester

This course is a study of ballet technique with an emphasis on adagio vocabulary and partnering skills. May be repeated for credit. Should be followed by DAN 3755 in the same academic year.

DAN 3755 Ballet Technique II (ballet emphasis) (4)

Prerequisite: Admission into the ballet emphasis, DAN 3750

Offered: Every spring semester

This course is a continuation of DAN 3750. It is a study of ballet technique with an emphasis on adagio vocabulary and partnering skills. May be repeated for credit. Must follow DAN 3750 in the same academic year.

DAN 4500 Special Topics in Dance (1-2)

Offered: Periodically based on student need

This course presents special topics in dance. Such topics include, but are not limited to, Modern, Dance Audition Techniques, and Dance for Musical Theatre. May be repeated for credit.

DAN 4750 Ballet Technique III (ballet emphasis) (4)

Prerequisite: DAN 3755

Offered: Every fall semester

This course is a study of ballet technique with an emphasis on allegro vocabulary, technical precision of complex combinations and advanced performance work. May be repeated for credit. Should be followed by DAN 4755 in the same academic year.

DAN 4755 Ballet Technique IV (ballet emphasis) (4)

Prerequisite: DAN 4750

Offered: Every spring semester

This course is a continuation of DAN 4750. It is a study of ballet technique with an emphasis on allegro vocabulary, technical precision of complex combinations and advanced performance work. May be repeated for credit. Must follow DAN 4750 in the same academic year.

ECONOMICS (ECO)

School of Business

ECO 1050 Principles of Economics (4)

General Education: Societies and Structures course

Offered: Every fall and spring semester

This course introduces the fundamentals of both microeconomics and macroeconomics, including supply and demand, the theory of the firm, consumer behavior, macroeconomic equilibrium, unemployment and inflation. Students will also be introduced to economic methodology, including creating arguments,

empirical verification and policy decision-making. Students are required to demonstrate proficiency in written communication.

ECO 3250 Current Economic Issues (4)

General Education: Societies and Structures course

Prerequisites: ECO 1050, junior standing, minimum cumulative grade point average of 2.5

Offered: Every spring semester

This course applies the economic principles introduced in ECO 1050 and concepts within economic history to issues of public policy. The course explores current economic issues including: government expenditures and revenue collection, government budgeting, fiscal policy-making, and public sector debt. Students are required to demonstrate proficiency in written communication.

ECO 3400 International Trade and Commercial Policy (4)

Prerequisites: ECO 1050, junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course analyzes the importance of world trade and U.S. government policy-making with regard to foreign trade. The neoclassical theory of comparative advantage, specialization, and trade; a general history of the evolution of world markets and capital mobility; the economic effects of globalization on regional economies and the standard of living; the theory of tariffs and non-tariff barriers to trade; an overview of the economics of development, foreign capital investment and foreign exchange markets, and income growth; and a normative discussion of the policies of free-trade versus protectionism are also covered. Students are required to demonstrate an advanced proficiency in the literature and research in international economics and world trade.

ECO 3600 Econometrics (4)

Prerequisite: MAT 2360, junior standing, minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

The objective of this course will be to introduce students to advanced quantitative analysis. Topics covered will include sampling theory, probability, statistical inference, hypothesis testing, multivariate regression techniques, and analysis of variance. This course will involve computer work with a statistical software package.

ECO 4100 History of Economic Ideas (4)

Prerequisites: ECO 1050; junior standing; minimum cumulative grade point average of 2.5

Offered: Periodically based on student need

This course surveys the evolution of contemporary economic thought from its early philosophical origins to the present. Concepts, doctrines, ideologies and methodology will be studied as a path is traced from the ancients through medieval and scholastic doctrines, to the physiocrats and mercantilists, the arguments of the classical liberal and enlightenment political economists, the emergence of Marxist and socialist doctrines, to the innovations of the Keynesian revolution and the eventual neo-classical counter-revolution, and on into modern ideas of evolutionary and game theoretical modeling of the social contract.

ECO 4500 Special Topics (4)

Prerequisites: Permission of the instructor, junior standing, minimum cumulative grade point average of 2.5.

Offered: Periodically based on student need

This course presents special topics in economics. May be repeated a maximum of three times.

EDUCATION (EDU)

School of Social Sciences and Education

EDU 2100 21st Century Schools I (2)

Concurrent requisite: EDU 2101

Offered: Every semester

This course is designed to introduce candidates to the teaching profession and will include an introduction to the new North Carolina Professional Teaching Standards, Code of Ethics and Standards for Professional Conduct. Candidates will explore introductory topics related to the Professional Teaching Standards and a framework for 21st century learning. Candidates will be introduced to the requirements of the Teacher Education Program including teacher dispositions and a dispositions self-assessment instrument.

EDU 2101 Field Component for 21st Century Schools I (1)

Concurrent requisite: EDU 2100

Offered: Every semester

This field component is required for all students enrolled in EDU 2100. This field component involves observation and reflection on classroom practice and it intended to support reading, discussion and assignments in EDU 2100. Students should be responsible for transportation to field placements.

EDU 2509 Women and Gender in Education (4)

Offered: Periodically based on student need

This course presents a historical study of the education of women and girls as well as contributions of women to education in western culture. Additional gender issues related to school culture, curriculum, and instruction will be explored. Topics will include the following: the inclusion and exclusion of women; impact of age, culture, ethnicity, race, and economic status on the ways in which women achieve and are perceived; the ways women know, learn, and communicate; and theories of education leadership.

EDU 2770 Literacy Foundations (3)

Offered: Every fall semester

This course provides a framework for understanding the development of language and literacy in children. The course will focus on instruction in the big ideas of reading, the structure of the English language, and the learning of reading theories. Candidates will learn critical vocabulary associated with teaching literacy, the critical elements included in an effective literacy program, and how to assess literacy skills and monitor student progress.

EDU 3100 Introduction to Technology, Planning, and Assessment (4)

Offered: Every semester

This course provides the general foundation to enable teacher candidates to integrate and utilize 21st century technology in their classrooms and to establish partnerships with families. They will learn to analyze student performance data to improve effectiveness of planning and instruction, and explore the use of technology in formative assessment. Candidates will be prepared to help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate with others.

EDU 3300 Positive Behavior Support (3)

Prerequisite: Admission to Teacher Education Program

Offered: Every fall semester

This course is an introduction to positive behavioral support techniques. Knowledge of social skills, problem solving, self-determination, and self-monitoring programs will be studied. Candidates will be introduced to research-based strategies for dealing with challenging behaviors of K-12 students. They will demonstrate knowledge related to conflict resolution, choice making, self-awareness, self-advocacy, self-regulation, and self-efficacy. Candidates will examine case studies and generate effective behavioral improvement plans based on functional behavior assessment. Throughout the course candidates will demonstrate their knowledge of cultural and socio-economic factors that impact strategies and curriculum.

EDU 3770 Disciplinary Literacy (3)

Prerequisite: Admission to Teacher Education Program

Offered: Every fall semester

This course is designed to provide candidates with strategies, theory, and research that demonstrate how literacy operates within academic disciplines. Candidates will create and utilize adolescent literacy strategies that address explicit disciplinary literacy strategy instruction. Accreditation evidence relative to the assessment and implementation of school improvement plans will be completed during this experience. Reflection upon clinical experiences is embedded within this course.

EDU 4000 21st Century Schools II (3)

Prerequisite: Admission to Teacher Education Program

Offered: Every fall semester and every summer

This course is designed to explore advanced topics related to the NC Professional Teaching Standards. Utilizing reflective practices, leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility will be examined. Candidates will demonstrate the relationship between core content and 21st Century content. Sociological, philosophical, and historical analysis will be used to study issues such as global awareness; various aspects of financial literacy; civic literacy; and health and wellness awareness. This capstone course culminates in the candidate's articulation of a personal and professional vision for reflective, 21st Century practices aimed at improving the profession and sustaining the profession.

EDU 4200 Artifact Hours (1)

Offered: Every semester

This course is designed to provide an opportunity for licensure candidates to complete electronic evidence artifact assignments required for licensure recommendation and program completion. This course is graded on a Pass/Fail basis. This course can be repeated three times for credit.

EDU 4500 Special Topics in Education (4)

Prerequisite: Permission of the instructor of EDU 2100

Offered: Periodically based on student need

This course provides an opportunity for advanced study in special topics related to education. May be repeated a maximum of three times for credit.

EDU 4930 Student Teaching Seminar (2)

Prerequisite: Admission to Student Teaching

Concurrent requisite: EDU 4940

Offered: Every semester

This two-hour seminar will be requisite with the student teaching experience, giving candidates the opportunity to revisit, discuss, and reflect upon information while experiencing the realities of classroom teaching, with an emphasis on classroom management.

EDU 4935 Clinical Practicum Seminar (2)

Prerequisite: Admission to Clinical Practicum

Concurrent requisite: EDU 4980

Offered: Every spring semester

This two-hour seminar will be requisite with the clinical practicum teaching experience, giving candidates the opportunity to revisit, discuss, and reflect upon information while experiencing the realities of classroom teaching, with an emphasis on classroom management. Candidates hired as lead teachers completing the practicum will take this course.

EDU 4940 Student Teaching (10)

Prerequisite: Admission to Student Teaching/Clinical Practicum Program

Offered: Every semester

Student Teaching is the capstone clinical experiences for licensure candidates, providing the opportunity for candidates to move from the college setting into the public school classroom. Candidates will assume as much teaching responsibility as is appropriate for the specific student teaching assignment. While engaging in planning, teaching, assessment, and reflection, they will learn to teach in ways that meet the needs of all students. Candidates will collaborate with cooperating teachers, other school professionals, and parents to understand the school's culture and community. They will complete the student teaching experience with skills, dispositions, and knowledge needed to enter the teaching profession as reflective practitioners who value difference, engage in professional development and utilize appropriate practices. The LEA/IHE Certification of Teaching Capacity is a final summation of candidate skills, dispositions, knowledge, and abilities to teach and communicate with all populations and to incorporate reflective practice. Accreditation evidence relative to the design and implementation of effective instruction and impact on student learning will be completed during this experience.

EDU 4980 Clinical Practicum (2) (For candidates employed as teachers)

Prerequisite: Admission to Student Teaching/Clinical Practicum Program

Offered: Every spring semester

Clinical Practicum is the capstone clinical experience for licensure only candidates employed as classroom teachers. Candidates will complete the clinical practicum experience with skills, dispositions, and knowledge needed to be successful reflective practitioners who value diversity, engage in professional development and utilize appropriate practices. The LE/IHE Certification of Teaching Capacity is the final summation of candidates' skills, dispositions, knowledge, and abilities to teach and communicate with all populations and to incorporate reflective practice. In addition, the candidate will submit summative and formative evaluation criteria and documentation from the principal. This course is required for all licensure only candidates seeking student teaching equivalency. Accreditation evidence relative to the design and implementation of effective instruction and impact on student learning will be completed during this experience.

ELEMENTARY EDUCATION (ELE)

School of Social Sciences and Education

ELE 3710 Pedagogy of Science (4)

Prerequisite: Admission to Teacher Education Program

Offered: Every fall semester

This course uses the constructivist learning and teaching model to help candidates acquire, maintain, and extend their own science attitudes and skills as well as use the model themselves to plan, organize, and implement the elementary science curriculum. The principles of physical science will be a primary focus. Emphasis will also be given to concept mapping, problem solving, questioning strategies, and using human, print and multimedia resources. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

ELE 3755 Arts and Literature for Children (4)

Prerequisites: Admission to Teacher Education Program

Offered: Every spring semester

This course is designed to provide students with a critical understanding of the creative arts and literature for children as well as to develop the strategies needed to integrate the arts and literature into the multicultural elementary classroom. Skills and knowledge specific to the domains of visual arts, drama, dance, and music and the criteria for evaluating the genres of poetry, traditional literature, fiction and non-fiction in literature for children birth-elementary age will form the basis from which integration methods can be developed, modeled and practiced.

ELE 3760 Pedagogy of Social Studies (K-6) (4)

Prerequisite: Admission to Teacher Education Program

Offered: Every spring semester

This course is designed to develop the knowledge and skills needed to teach social studies to elementary school children in a way that integrates literature, writing, technology and a variety of other sources into the classroom. The multicultural perspective and activities for varied learning styles will be addressed. Teacher Candidates will work in the community at various sites to design lesson plans and/or resources for a specific grade level. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

ELE 3780 English Language Arts Methods and Assessment (3)

Prerequisite: Admission to Teacher Education Program

Offered: Every fall semester

This course will focus on evidence-based strategies for teaching the English Language Arts (reading, writing, listening and speaking) to all students. Candidates will use the knowledge gained from EDU 2770 Literacy Foundations to assess student literacy skills and implement newly learned evidence-based strategies for teaching literacy. The writing process and best instructional practices for encouraging students to explore writing composition processes will also be included. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

ELE 3781 Field Component for English Language Arts Methods and Assessment (1)

Prerequisite: Admission to Teacher Education Program, EDU 2770

Concurrent requisite: ELE 3780

Offered: Every fall semester

Candidates will implement English Language Arts methods learned in class with students on individual, small group, and whole class basis. Candidates will be expected to assess literacy skills, develop and teach literacy lessons, and monitor progress of individuals taught in field placement. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

ELE 3790 Mathematics Methods and Assessment (3)

Prerequisites: MAT 1010 or MAT 1050 or its equivalent, admission to Teacher Education Program

Offered: Every spring semester

This course is designed to develop the knowledge and skills to effectively teach math concepts to the young child through grade six. Methods will be presented in a developmental sequence that supports children's construction of the concepts essential to understanding mathematics. Each new concept will be introduced with concrete materials and exploratory activities. A fieldwork component with designated teaching assignments is a concurrent requisite for this course. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

ELE 3791 Field Component for Mathematics Methods and Assessment (1)

Prerequisites: MAT 1010 or MAT 1050 or its equivalent, admission to Teacher Education Program

Concurrent requisite: ELE 3790

Offered: Every spring semester

This fieldwork is designed to give students specific opportunities to practice the methods taught in ELE 3790. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

ENGLISH, COMMUNICATION AND MEDIA STUDIES (ECM)

School of Humanities

ECM 1000 Academic Discourse (4)

Offered: Every fall semester

In this course students should acquire the textual knowledge and develop the textual skills required for entrance to ECM 1100. This course emphasizes the complementary relationships among reading, writing, speaking, listening, and viewing. Entering students may be required to take this course upon the recommendation of the Admissions Office or the Director of the First-Year Composition Program.

ECM 1100 Texts and Contexts (4)

General Education: Composition course

Prerequisite: A grade of C- or better in ECM 1000 or placement by the Director of the First-Year Composition Program

Offered: Every semester

In this course students should acquire the textual knowledge and develop the textual skills that will enable them to do academic work at the college level. The course emphasizes the complementary relationships among reading, writing, speaking, listening, and viewing.

ECM 1120 Scholarly Texts and Contexts (4)

General Education: Composition course

Prerequisite: A grade of C- or better in ECM 1100

Offered: Every semester

Engaged learners pay attention to the world around them and strive to understand the texts and contexts that shape their lives. In this writing seminar, students will practice the processes of critical inquiry and communication for a variety of purposes and audiences. The course emphasizes the complementary relationships among reading, writing, speaking, listening, and viewing. Texts from a variety of fields, disciplines and genres will facilitate the framing of productive questions to be explored through the development of college-level research skills and application of information and technology strategies. By acknowledging and making connections among the ideas of others, students will have the opportunity to participate meaningfully in academic and cultural conversations.

ECM 1130 Review of English Grammar, Usage, and Mechanics (1)

Offered: Periodically based on student need

This practical workshop includes a review of English grammar, usage, and mechanics (basic editing, punctuation, capitalization, etc.) through arranged weekly meetings for at least twelve weeks. No prerequisites. Satisfactory/Unsatisfactory grading only. May be repeated for a maximum of two credits.

2100 Courses: *The Pleasures of Reading*

Literary texts both invite and respond to a special mode of attentiveness, to a sort of intense engagement and self-forgetfulness that allow readers to enter a rich textual web through which they can develop their ethical, psychological, and political imaginations and can come to understand themselves as individuals and as social beings. The 2100 series of literature courses are introductory-level courses designed to help students enter this textual web. Through detailed study of a thematically or generically related selection of texts, students will develop their ability to read closely and to understand the relations between literary texts and a variety of personal, historical, and/or literary contexts. Prerequisite: ECM 1120 or equivalent.

ECM 2110 Comparative Literature (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120 or equivalent

Offered: Spring 2018

This course provides a comparative introduction to world literature in translation. Works from different regions of the world are analyzed with an emphasis on understanding how particular values, ideas, and traditions of various cultures compare.

ECM 2129 World Drama (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120 or equivalent

Offered: Spring 2017

This course introduces students to the literary study of world drama. Plays from different regions of the world are read (in English translation) with an emphasis on understanding how drama expresses and challenges particular values, ideas, and traditions of a culture. The course examines connections and

divergences among many types of drama: and cultures such as ancient Egyptian, ancient Greek and Roman, Japanese, Spanish, European, and North and South American.

ECM 2130 Science Fiction and Fantasy (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120 or equivalent

Offered: Periodically based on student need

Science fiction and fantasy are literary forms that challenge some of the more traditional ideas about who we are and what our world could—or should—become. This course explores some of the themes typically raised in such works: alternative realities, parallel universes, time travel, shifting identities, the “alien,” AI, cyberspace, the cyborg, nanotechnology, and quantum science. Texts will include both written works and film. The readings will be drawn from classics (e.g., More’s *Utopia*, R.L. Stevenson, H.G. Wells, Verne, Lewis Carroll, Abbott, Bradbury, Huxley, *2001*) as well as contemporary works (e.g., *Lord of the Rings*, Harry Potter, Dick, Gibson, Stephenson, LeGuin, Piercy, Orson Scott Card, Robinson, Delany, Atwood).

ECM 2140 Mythology (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120 or equivalent

Offered: Fall semesters, 2018 and 2020

This course introduces students to the comparative study of mythology. Selected texts from Greek, Roman, and other world mythologies are read (in English translation) with an emphasis on understanding how they compare to modern mythologies.

ECM 2160 Popular Culture/Cultural Theory (4)

Prerequisite: ECM 1120 or equivalent

Offered: Periodically based on student need

This course will consider the various forms of popular culture in the U.S. and abroad—from hip hop and Hollywood, to *telenovelas* and Bollywood. It will also explore theoretical positions and debates on the subject. How does one define popular culture? What makes it popular? How should we approach the topic in the academic setting, and how have scholars done so in the past? A significant emphasis will be placed on written and oral responses to various texts—including, but not limited to, those written, spoken, screened, and sung.

ECM 2170 Topics in Film (4)

Prerequisite: ECM 1120 or equivalent

Offered: Spring semesters, 2019 and 2021

Designed around a particular theme or topic (e.g., Sports in Film, American Film Genres, Science in Film, etc.), this course introduces students to the study of cinema as both a language and an art form. It exposes students to the aesthetic, political, and ideological dimensions of the medium, as well as provides them with a vocabulary suitable for discussing film critically.

ECM 2180 Young Adult Literature (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120 or equivalent

Offered: Every spring semester

This course introduces students to the study of contemporary young adult (YA) literature. Students read, analyze, discuss and write about landmark works, with emphasis on texts written during the 20th and 21st centuries. The course foregrounds the importance of language, plot, character development, and style in YA literature; fosters an appreciation of imaginative contexts and themes that have shaped the recent history of the field; encourages awareness of multiple points of view; and draws on selected literary and cultural criticism to examine competing interpretations of the texts. Each term, students will be required to read several YA novels in their entirety as well as study additional written texts selected by the instructor. This course is open to non-majors and majors; it is recommended for students pursuing English with secondary licensure and Middle Grades Language Arts.

ECM 2190 Literary Perspectives (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120 or equivalent

Offered: Periodically based on student need

In this course, students apply a literary perspective as they read works of literature selected according to a particular theme, approach, or problem. The topic may be different each time the course is taught. Students read, analyze, discuss and write about texts primarily from fictional and poetic genres, with occasional inclusion of creative nonfiction such as literary autobiography or memoir. While films and other media may be used, the emphasis is on reading literature, including but not limited to works published after 1945.

The course explores the use of literary devices; fosters an appreciation of imaginative contexts and themes that have shaped reader reception; encourages awareness of multiple points of view; and draws on selected literary and cultural criticism to examine competing interpretations of the texts. Each term, students will be required to read several novel-length works in their entirety as well as study additional written texts selected by the instructor. The selected topic will be articulated in the syllabus as an addendum to this course description. A maximum of four credits in ECM 2190 may be used to fulfill requirements for ECM majors and minors.

ECM 2350 Verse and Voice: Discovering the Poet in You (4)

Offered: Periodically based on student need

This class is designed to study the history, relevance, and art form of spoken word poetry. The class will be an interdisciplinary elective in which students will create their own work as well as study and critique the work of others. The focus of this course will be creative writing as well as performance and delivery. Students will learn to work independently as well as with a group to complete assignments. Choreography and collaborative works will also be implemented. Student will discover and develop their own unique voices, and understand how our voices, our stories are vital in building community and building legacy. This class will show students how this art form connects us all and how they can not only grow and change themselves, but also the world around them. Same as THE 2350. This is a cross-listed course; students planning to use the course to satisfy requirements for their major in THE or ECM should use the major prefix when enrolling in the class (i.e. THE for theatre majors, ECM for ECM majors).

ECM 2400 Media Writing and Ethics (4)

Prerequisite: ECM 1100 or equivalent

Offered: Periodically based on student need

This course focuses on the principles of news writing and major issues in the news media within a framework of ethical reasoning and decision-making. Instruction emphasizes interviewing and reporting on news events along with discussion of basic press law, professional ethics, and the role and responsibilities of the media in American politics and society. Students are encouraged to submit their story assignments to campus publications.

ECM 2410 Student Publications Practicum (1-2)

Offered: Every semester

This course is a hands-on practicum in which students serve as staff members of *The Collegian* (the student newspaper) or *The Lyre* (the student literary arts magazine). Students attend staff meetings, make regular contributions to the publication, and practice and refine their skills in writing, editing, and producing college media. Students can receive 1 credit hour for serving on the staff of either *The Collegian* or *The Lyre*, or 2 credit hours for working on both publications. Students may enroll in ECM 2410 for a maximum of 8 credit hours.

ECM 2440 Successful Communication at Work (4)

Prerequisite: ECM 1120 or equivalent

Offered: Every semester

This workshop introduces students to the conventions and protocols of business and administrative communication, including standard English usage. Using computer technology students will produce different types of correspondence, formal written reports, oral presentations, and effective résumés and job application letters.

ECM 2450 Introduction to Creative Writing (4)

Prerequisite: ECM 1120 or equivalent

Offered: Every fall semester

This course offers students a hands-on introduction to the composition and appreciation of different forms of writing, including fiction and poetry, and at the discretion of the instructor, additional genres such as screenwriting, or creative non-fiction. Canonical and contemporary works of literature will also be discussed and analyzed as a route to developing and honing students' own writing skills. Students will be encouraged to submit works produced during the course to *The Lyre*, the campus literary magazine, and/or to participate in a final public reading.

ECM 2460 New Media Studies (4)

Prerequisite: ECM 1120 or equivalent

Offered: Spring semesters, 2018 and 2020

Students are introduced to key issues, questions, and controversies in the field of New Media Studies. Starting with the historical, cultural, and technological developments that led to the creation of the Internet, students examine the ways in which digitalization has changed how we communicate and live. Students examine and apply theories drawn from various fields: media ecology, science and technology studies,

human-computer interaction, digital game studies, human factors psychology, and the digital humanities.

ECM 2510 Critical Methods (4)

Prerequisite: ECM 1120

Offered: Fall semesters, 2018 and 2020

This course introduces students to major theoretical approaches used in the fields of literary, communication, and media studies. Students learn scholarly and disciplinary conventions, expand their knowledge of research techniques, and study representative texts. Serving as a foundational course for majors in ECM, the course should be taken as soon as possible.

ECM 2600 Media and Culture (4)

Prerequisite: ECM 1100

Offered: Periodically based on student need

This course provides an introduction to mass communications, specifically the role that media play in shaping our social, political, and cultural experience. We are constantly engaging in media. Therefore, the ability to interpret the intent and strategies of media can significantly inform our lives. Students will hone and develop their media literacy skills, while gaining an understanding of the history of mass media as well as its rapid development and constant evolution.

ECM 2700 Media Production (4)

Prerequisite: ECM 1120

Offered: Either fall or spring semester each year

This course engages students in hands-on practice as they produce compelling original works for different audiences and purposes using multiple media. The focus of the course will vary based on the expertise of the instructor. Examples of focus could include videography; documentaries; social media campaigns; web design; interactive storytelling; animation; and audio production. May be cross-listed with other departments.

ECM 3010 British Literature I (4)

Prerequisite: ECM 1120 or equivalent

Offered: Fall semesters, 2019 and 2022

This course examines British literature from its beginnings to the seventeenth century. From the heroic battling of monsters in *Beowulf* to the epic struggle between Satan and God in Milton's *Paradise Lost*, such literature invites us to explore conflicting values, complex emotions, questions about identity, and awareness of the need for multiple perspectives. Each semester, readings will focus on a theme or problem that will enrich our understanding of what it means to be human. Literary forms studied may include the epic, Arthurian romance, fabliaux, courtly love poetry, devotional poetry, chronicles, and tragedy.

ECM 3020 British Literature II (4)

Prerequisite: ECM 1120 or equivalent

Offered: Fall semesters, 2017 and 2020

Both chaos and order mark the start of our literary journey in this course, which moves from the English Civil War and the Restoration during the seventeenth century to the present. Marked by the rise of the novel and rapid sociocultural change, the literature of this period mirrors psychological and communal tensions. Each semester, readings will focus on a theme or problem that will enrich our understanding of what it means to be human. Literary forms studied may include realism, the epistolary novel, the comedy of manners, the Romantic lyric, the sublime, the grotesque, the Victorian dramatic monologue, and Modernist poetry.

ECM 3030 Early American Literature (4)

Prerequisite: ECM 1120 or equivalent

Offered: Spring semesters, 2019 and 2021

This course surveys American literature from its Puritan beginnings, through the Romanticism of the American Renaissance and the Naturalism and Realism of the *fin de siècle*, ending with World War I. Focusing on a pervasive theme or problem, the course explores from a historical perspective how the values, ideas, and traditions of American culture were formed and then transformed by literary texts.

ECM 3040 Modern American Literature (4)

Prerequisite: ECM 1120 or equivalent

Offered: Spring semesters, 2018 and 2020

This course examines twentieth-century American literature, using various topics to emphasize the relations between literary texts and their historical, cultural, and literary contexts. The focus of the course may vary from offering to offering but will usually use major authors to cover the breadth of the century.

ECM 3050 World Cinema (4)

Prerequisite: ECM 1120 or equivalent

Offered: Periodically based on student need

This course introduces students to the scholarly study of both art and commercial films from around the globe, including Europe, Asia, Latin America, and Africa. Students will be exposed to divergent cinematic styles, as well as to culturally and politically formed modes of expression. A significant emphasis will be placed on students' written and oral responses to viewing, including written responses to key theoretical and critical texts in film and media studies.

ECM 3100 Foreign Literature in Translation (4)

General Education: Artistic/Literary course

Prerequisite: ECM 1120

Offered: Periodically based on student need

Students read and analyze works of literature originally composed in a single foreign language, such as German, Spanish, or French. An example would be a course focusing on German folk lore and fairy tales. Students examine the works in their historical, generic, or cultural contexts, using appropriate methods of literary study and criticism. Readings are in English translation. The course is taught in English. May be cross-listed with selected foreign language courses.

ECM 3200 Shakespeare (4)

Prerequisite: ECM 1120

Offered: Fall semesters, 2018 and 2021

This course explores a selection of Shakespeare's plays and poetry, with attention to historical, cultural, and literary contexts. Students read, analyze, and discuss Shakespeare's works, including the creation, dissemination, and reception of the texts. Students will examine how choices in staging and performing may affect acts of interpretation.

ECM 3450 Advanced Creative Writing (2)

Prerequisite: ECM 2450

Offered: Periodically based on student need

Building on skills developed in Introduction to Creative Writing, this course moves beyond creative writing exercises and techniques. In a workshop setting, students learn to critique one another's work and accept constructive criticism in a professional manner, while also learning to incorporate a variety of revision strategies. Students will advance their study and understanding of writing as a craft by analyzing the work of contemporary writers. May be repeated for a maximum of four credits.

3500 Series: Literature of Diversity and Difference**ECM 3519 African-American Writers (H) (4)**

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120 or equivalent

Offered: Periodically based on student need

In this survey course students will explore the connections between race and literary expression by examining the social, cultural, and literary patterns linking the lives of African-American writers with their works, especially those of the 20th century. Students will be introduced to the writers, texts, themes, and literary and historical contexts that have shaped the African-American literary canon. Authors studied in this course may include Phillis Wheatley, Frederick Douglass, Langston Hughes, Zora Neale Hurston, Richard Wright, Ralph Ellison, Gwendolyn Brooks, James Baldwin, Alice Walker, and Toni Morrison.

ECM 3529 Women Writers (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120 or equivalent

Offered: Periodically based on student need

In this course students will explore the connections between gender and literary expression by examining the social, cultural, and literary patterns linking the lives of women writers with their works. Although the writers studied will vary from offering to offering, the course will explore concerns central to feminist criticism, such as the role of women as writers, readers and literary characters; the relations between gender and genre; and feminist revisions of the literary canon. Authors studied in this course may include Aphra Behn, Jane Austen, the Brontës, Emily Dickinson, Virginia Woolf, Gertrude Stein, Elizabeth Bishop, Sylvia Plath, and Alice Walker.

ECM 3539 Southern Writers (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120 or equivalent

Offered: Periodically based on student need

In this course students will explore the connections between place and literary expression by examining the social, cultural, and literary patterns linking the lives of 20th-century Southern writers with their works. Authors studied may include the Southern Agrarians, William Faulkner, Flannery O'Connor, Katherine Anne Porter, Alice Walker, Thomas Wolfe, Eudora Welty, Tennessee Williams, and Reynolds Price.

ECM 3540 Postcolonial and Immigrant Literature (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120 or equivalent

Offered: Periodically based on student need

This course focuses on what one might call—and, likewise, call into question—the literature of cultural identity. Provocatively, it examines the historical forces and narrative influences that shaped writers emerging from the former European colonies (as well as those residing in immigrant communities abroad). Topics such as hybridity, political struggle, the conflicts of assimilation, and the difficulties of self-representation will be explored. Authors studied in this course may include V.S. Naipaul, Isabel Allende, Jamaica Kincaid, Sandra Cisneros, Sherman Alexie, or Amy Tan.

ECM 3559 Gender and Sexuality in Literature (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120 or equivalent

Offered: Periodically based on student need

This course considers literary texts and interpretative strategies through the lens of sexual difference. Specifically, the semester will focus on deviations from a sexed and gendered societal norm. Topics studied may include lesbian, gay, bi-sexual and transgender sexual identities; homosocial and homosexual relationships; promiscuity; obscenity; prostitution; and AIDS activism. Beginning with Plato's *Symposium* and proceeding to major texts of same-sex love and eroticism from the 19th and 20th centuries, readings may include literary and cinematic texts by Melville, Whitman, Mann, Stein, Woolf, Colette, Wilde, Fellini, and Capote.

ECM 3610 Special Topics in English (4)

Prerequisite: ECM 1120 or equivalent

Offered: Periodically based on student need

This course covers special topics in literature and literary theory. May be repeated for a maximum of eight credit hours.

ECM 3620 Special Topics in Communication and Media Studies (4)

Prerequisite: ECM 1120 or equivalent

Offered: Periodically based on student need

This course covers special topics in the fields of communication studies, new media studies, media ecology, and film studies. May be repeated for a maximum of eight credit hours.

ECM 3700 Pedagogy of Language and Literacy for Adolescents (9-12) (4)

Prerequisites: ECM 1120 or equivalent, admission to Teacher Education Program

Concurrent requisite: ECM 3701

Offered: Every fall semester

This course assists students in developing methods, strategies, techniques, and reflective practices for teaching secondary English. Topics for exploration, analysis, and evaluation include curriculum, materials, design, diversity, differentiation, special populations, technology, research, best practices, instructional leadership, and assessment as they relate to reading, writing, listening, speaking, and viewing. Also critical to the course is the study of adolescent and young adult literature from classic earlier texts to the present. Students will trace the literary, social, and cultural forces that have influenced the development of the literature and will note the relationship between texts and developmental stages. Emphasis is on extensive reading, research, and analysis of works from a variety of genres; representations of gender and identity; student-centered approaches for teaching and learning; and the use of literature for literacy and language development as well as for integrated instruction across the curriculum. Required for licensure in secondary English. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

ECM 3701 Field Component for Pedagogy of Language and Literacy for Adolescents (9-12) (1)

Prerequisite: Admission to the Teacher Education Program

Concurrent requisite: ECM 3700

Offered: Every fall semester

This field experience allows for practical implementation of the knowledge, skills, and dispositions addressed in ECM 3700. Required for licensure in secondary English. It is strongly recommended that

students take EDU 3100 prior to or in conjunction with this course.

ECM 3800 Internship (2-8)

Prerequisites: Junior standing; at least 12 semester hours completed at Greensboro College prior to enrolling in the internship; completion of internship contract with the Director of Career and Personal Development, including required permissions

Offered: Every semester as needed

This course offers students the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in English, communication and media studies. Internships are an option to satisfy requirements for the English and English and communication studies majors. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled Internships 3800.

ECM 4000 Movement/Author/Circle Seminar (4)

Prerequisite: ECM 2000-level or above

Offered: Periodically based on student need

This course explores a major literary movement, author, or circle of writers. Foci, which will vary from offering to offering, may include such movements as British Romanticism or High Modernism, such authors as Milton or Faulkner, or such circles as the Bloomsbury Group or the Beat Writers.

ECM 4300 Grammar and Linguistics (4)

Prerequisite: ECM 1120 or equivalent

Offered: Every spring semester

This course covers the basic principles of language study, including a history of the English language. Among topics covered are word origins; linguistic developments; dialects, linguistic geography, and usage; social use of oral and written language; phonology and phonetics; morphology; syntax; semantics; first and second language acquisition; language and dialect interference. With emphases on traditional, structural, historical, and transformational approaches, this course will also examine the influence of power, race, class, and gender on the development of languages through and across time. Required for all ECM majors. Required for licensure in middle grades language arts and secondary English.

ECM 4301 Field Component for Grammar and Linguistics (1)

Concurrent requisite: ECM 4300

Offered: Spring semesters

The field experience treats linguistic diversity and its representations in the classroom, focusing on prescriptive and descriptive grammar and usage as well as the influence of first language/dialect. Students will prepare morphological, phonological, syntactic, and lexical analyses to work effectively with middle and secondary students. Required for licensure in middle grades language arts and secondary English.

ECM 4500 The Pedagogy of Teaching English to Speakers of Other Languages (3)

Concurrent requisite: ECM 4501

Offered: Course is not currently in rotation

This course will cover the following as they relate to oral and written, language and content-specific approaches to language instruction and the English language learner: lesson planning; curriculum design and development; evaluation; assessment; technology; test design; special populations in the mainstreamed and ESL classrooms; reflective practices; legal issues; family literacy; social service; human resource, and state and federal programs; integration of content; bilingual education; and other critical issues in the field.

ECM 4501 Field Component for the Pedagogy of Teaching English to Speakers of Other Languages (3)

Concurrent requisite: ECM 4500

Offered: Course is not currently in rotation

This field experience is designed to give students specific opportunities to practice the methods taught in ECM 4500.

ECM 4700 Digital Videography (4)

Prerequisite: ECM 1120

Offered: Periodically based on student need

This is an interdisciplinary and hands-on video production course. In addition to learning the basics of videography, lighting, sound, and editing, students will work collaboratively as production crew members and assistants on a digital videography project. The focus of the project will vary based on instructor interests. Bringing the fields of art and media studies together, the course assumes proficiency in using computers. Students will work with advanced software and equipment in a Mac lab. As a lab production

course, the class is capped at 12 students.

ECM 4910 Capstone Project (4)

Prerequisite: Senior or advanced junior standing (at least 72 credits completed); ECM major

Offered: Every fall semester

This seminar serves as the capstone course for the major in ECM. By drawing from and reflecting on past learning experiences, students prepare for their future as disciplined professionals in the varied fields of English, communications, and media studies. The course has a tripartite structure involving an extended project, completion of the major, and professional preparation. A passing score on the major portfolio is required to complete the major in ECM. Required for the major in English, English with secondary licensure, and English and communication studies.

EXERCISE AND SPORT STUDIES (ESS)

School of Sciences and Mathematics

ESS 3320 Techniques of Officiating (4)

Prerequisite: Junior standing recommended

Offered: Every fall semester

This course covers the general techniques of officiating with the emphasis placed on team sports. Students will learn the principles of officiating, including communication skills, decision making, and conflict management. Students will also develop an officiating philosophy, officiating style, and establish their own personal goals. Through the American Sport Education Program (ASEP), students will be able to receive Bronze Level certification by completing all course requirements and passing the ASEP test. Other sports are covered through individual class projects and class assignments.

ESS 3340 Philosophy and Techniques of Coaching (4)

Prerequisite: Junior standing recommended

Offered: Every spring semester

This course will provide a foundation in coaching philosophy; communication and motivation principles; effective sport skills instruction; and player and team management. Through the American Sport Education Program (ASEP), students will be eligible to receive Bronze Level certification by completing all course requirements and passing the ASEP test. The format for classes will include group projects and group presentations.

ESS 4360 Exercise Physiology for Special Populations (4)

Prerequisites: KIN 3350 and KIN 3390

Offered: Every semester

This course content consists of information related to the prepubescent child, older adult as well as other special populations. The course will contain fitness program development and its impact on physiological and biomechanical changes that occur with age, disease and illness. The course will review the impact exercise has on arthritis, osteoporosis, heart disease, stroke and cancer.

ESS 4400 Strength Training Programming and Techniques (4)

Prerequisites: KIN 3350 and KIN 3390

Offered: Every fall semester

This course is designed to aid students in gaining the knowledge and practical application of programming and techniques associated with strength training. In addition, the course will review the competencies for the National Strength and Condition Association (NSCA) Certified Strength and Conditioning Specialist (CSCS). Extensive study of proper lifting and spotting techniques will be emphasized. Course should be taken during the last semester of course work.

ESS 4410 Exercise Testing, Prescription, and Supervision (4)

Prerequisites: KIN 3350 and KIN 3390

Offered: Every fall semester

This course will review knowledge, skills, and abilities necessary for the American College of Sports Medicine's (ACSM) Certified Exercise Physiologist (EP-C) exam. An in depth study the appropriate exercise programming will be a major part of the course. Certifications from other organizations will also be addressed in the course. This course should be taken in the last year of coursework.

ESS 4420 Sport Law (4)

Prerequisites: KIN 3380

Offered: Every fall semester

This course is a comprehensive look at the impact of law on the development of exercise and sport programs. Effects of past and present litigation as well as legislation on rules, policies, and regulations related to exercise and sport will be a major part of the course. Students will so look at international sport incidents and their impact on sport in general. The relationship between legal practices and ethics in sport will be also be studied.

FRENCH (FRE)

School of Humanities

FRE 1110 Elementary French I (4)

Offered: Periodically based on student need

This basic course in French language emphasizes the skills of listening, speaking, reading, and writing. Attention is given to fundamentals of French pronunciation and to elements of both historical and contemporary French culture.

FRE 1120 Elementary French II (4)

Prerequisite: FRE 1110 with a grade of C- or better

Offered: Periodically based on student need

This course continues the development of listening, speaking, reading, and writing skills in French. Continued attention is given to elements of French culture.

FRE 2210 Intermediate French I (4)

Prerequisite: FRE 1120 with a grade of C- or better

Offered: Periodically based on student need

This course reviews the basic grammatical structures of French and continues the development of the listening, speaking, reading, and writing skills. More complex grammatical structures are introduced, and emphasis is placed on the culture of Francophone regions outside of France.

FRE 2220 Intermediate French II (4)

Prerequisite: FRE 2210 with a grade of C- or better

Offered: Periodically based on student need

This course serves as a bridge from elementary and intermediate courses to upper-level courses. Development of the listening, speaking, reading, and writing skills continues, and emphasis is placed on more fluent use of both written and spoken language through the study of contemporary French culture and an introduction to French or Francophone literature.

GERMAN (GER)

School of Humanities

GER 1110 Elementary German I (4)

Offered: Periodically based on student need

This course is the first part of a two-semester elementary German course sequence in which students acquire and develop basic communication skills in listening, speaking, reading, and writing. Students are given the linguistic tools necessary to meet survival needs and limited social demands. Attention is also given to developing an awareness of the culture of German-speaking countries.

GER 1120 Elementary German II (4)

Prerequisite: GER 1110 with a grade of C- or better

Offered: Periodically based on student need

This course continues the development of cultural awareness and basic communication skills in listening, speaking, reading, and writing.

GER 2210 Intermediate German (4)

Prerequisite: GER 1120 with a grade of C- or better

Offered: Periodically based on student need

This course reviews and practices basic skills while further expanding listening, speaking, reading, and writing skills on the intermediate level. Students will continue to become familiar with different aspects of German culture.

GER 3100 The Fairy Tale (4)

General Education: Artistic/Literary course

Prerequisite: ECM 1120 or permission of instructor

Offered: Periodically based on student need

This course examines the classic fairy tales from their earliest oral beginnings to written forms in Italian, French, and German and on into the twenty-first century. Primary focus will be on the fairy tales collected by the Brothers Grimm, the historical and social context from which they arose, and the modern adaptations of these tales in short stories, poetry, animated and feature films and other genres. Students will be introduced to literary analysis and critical interpretations with particular attention to psychoanalytical, sociological-historical, folklorist and feminist approaches. This course is taught in English. Readings are in English translation. May be cross-listed with ECM 3100.

GER 4500 Special Topics in German (1-4)

Prerequisite: Varies according to the topic offered.

Offered: Periodically based on student need

This course provides an opportunity for advanced study in German language, literature, and civilization. (It may include a study program in Germany, independent study, or special courses taught at Greensboro College.)

GREEK (GRK)

School of Humanities

GRK 1110 Hellenistic Greek (4)

Offered: Periodically based on student need

This introductory course in Hellenistic, or Koine, Greek enables the participants to begin acquiring the rudimentary elements of grammar for reading the New Testament in its original language.

GRK 2110 Hellenistic Greek Language and Literature-in-Translation Course (4)

Prerequisite: GRK 1110

Offered: Periodically based on student need

This course in Hellenistic, or Koine, Greek introduces students to selected passages in the New Testament and other representative documents both in translation and in their original languages. Students will use acquired knowledge of the language to interpret these texts, perform word studies, and examine text critical issues and will increase their understanding of classical Greek and Roman cultures through readings in translation and contextual study.

GRK 3500 Special Studies in Hellenistic Greek (1-4)

Offered: Periodically based on student need

This course offers the opportunity for strengthening grammatical and reading ability by focusing on topics and literature of interest to the participants. May be repeated for credit under different topics.

GREENSBORO COLLEGE SEMINAR (GCS)

GCS 1100 Greensboro College Seminar (2)

Offered: Every semester

This course is designed to assist first-year students in their adjustment to the College community. Taught by a specially trained First Year Advisor, each seminar is built upon an academic theme. Within that academic theme, instructors support students as they work to build the academic and social/emotional skills necessary to be successful in the college environment.

GCS 1200 Transfer Transitions (2)

Offered: Periodically based on student need

This course is designed to assist transfer and adult students in their adjustment to the Greensboro College community. Students in this course will receive an introduction to Greensboro College's curriculum and support services. With a focus on information literacy and ethics, instructors support students as they work to build the academic and social/emotional skills necessary to be successful in the college environment.

GCS 3100 Leadership through Peer Mentorship (2)

Offered: Every fall semester

This course is designed to introduce students to experiential leadership. It is restricted to upper class students who wish to serve as peer mentors for first-year students. Each student registered for this course will serve as a peer mentor within one GCS 1100 section where they will assist instructors and serve as a resource for first-year students. They will meet with their GCS 1100 sections on Monday and Wednesday,

and together as a group on Friday. Friday meetings will focus on leadership and personal development and reflection.

HEALTH (HLT)

School of Sciences and Mathematics

HLT 2100 Medical Terminology (2)

Prerequisite: BIO 1100 or BIO 1300

Offered: Periodically based on student need

This course is designed to teach students to use specialized language in a professional health care environment and in scholarly and professional writing. The course is designed to meet the prerequisite requirement for admission to professional programs in the health sciences. A programmed learning, word building system will be used to learn prefixes, suffixes, word roots, combining forms, special endings, plural forms that are used to construct or analyze medical terms, symbols, and abbreviations. Emphasis is placed on spelling, definition, usage, and pronunciation. This is a hybrid course that combines in-class and online components and is designed for students who are capable of working independently.

HLT 2260 Health Topics I (4)

Prerequisite: KIN 1100

Offered: Every fall semester

This course will focus on up-to-date health knowledge in three areas: mental and emotional health; family and social health; and growth and development (including comprehensive reproductive health and safety). This course will also review key concepts in nutrition, and personal health and physical activity.

HLT 2270 Health Topics II (4)

Prerequisite: KIN 1100

Offered: Every spring semester

This course will examine up-to-date health knowledge in five areas: alcohol, tobacco, and other drugs; communicable and chronic diseases; consumer and community health; environmental health; and injury prevention and safety.

HLT 3250 Human Nutrition (4)

Prerequisites: BIO at the 1000 level and KIN 1100. BIO 2300 or BIO 2400 recommended.

Offered: Every spring semester

This course focuses on macronutrient and micronutrient sources, function, digestion, metabolism, and evidence-based dietary practices to prevent disease and enhance exercise and sport performance. Topics will include behavior change theory, dietary analysis, dietary modification for weight management, disordered eating patterns, ergogenic aids and supplements, and fad diets. A service learning project is a required component of the course.

HLT 3720 Methods of Teaching Health & Safety (K-12) (4)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: HLT 3721

Offered: Every spring semester

This course, designed for health/physical education majors, examines theory and practice of planning health education programs for grades K-12. This preparation includes assessing and applying resources in designing effective health education curricula, and writing unit plans, and creating lesson plans. Special attention is given to developing instructional materials and a variety of teaching strategies. Required for teacher licensure. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

HLT 3721 Field Component for Methods of Teaching Health & Safety (K-12) (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: HLT 3720

Offered: Every spring semester

Field component provides opportunities to apply, evaluate, and refine health and safety education content with pedagogical processes for grades K-12. Special attention is given to the skills, instructional strategies, and techniques needed to develop an optimal learning environment to promote healthy lifestyles. The experience requires engagement in a public school setting. Required for teacher licensure. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

HLT 4000 Research Methods in Physical Activity (4)

Prerequisite: MAT 2360, KIN 3350, junior or senior standing or permission of the instructor

Offered: Every spring semester

This course is designed to provide students an understanding of the role of evaluation and measurement in the research process, the ability to recognize the use of appropriate tests and measures, and the ability to understand appropriate statistical techniques in data analysis. Additionally, students will gain an introduction to the research process as practiced in health, physical education, and sport and gain experience in critical evaluation and dissemination of scientific literature.

HLT 4640 Assessment and Treatment of Medical Conditions (4)

Prerequisites: BIO 2300 and BIO 2400

Offered: Every fall semester

This senior level course is an in-depth study of medical conditions incurred by individuals. Students will learn how to identify a broad range of medical conditions and will understand their treatment. Pharmacology will be a strong component of this course. Same as ATH 4640.

HEBREW (HEB)

School of Humanities

HEB 1110 Biblical Hebrew (4)

Offered: Periodically based on student need

This introductory course in biblical Hebrew enables students to begin acquiring the rudimentary elements of grammar for reading the Old Testament/Tanak in its original language.

HEB 2110 Biblical Hebrew Language and Literature-in-Training Course (4)

Prerequisite: HEB 1110

Offered: Periodically based on student need

This course in biblical Hebrew introduces students to selected passages in the Old Testament/Tanak and other representative documents both in translation and in their original languages. Students will use acquired knowledge of the language to interpret these texts, perform word studies, and examine text critical issues and will increase their understanding of ancient Near Eastern cultures through readings in translation and contextual study.

HEB 3500 Special Studies in Biblical Hebrew (1-4)

Offered: Periodically based on student need

This course offers the opportunity for building grammatical and reading ability by focusing on topics and literature of interest to the participants. May be repeated for credit under different topics.

HISTORY (HIS)

School of Humanities

HIS 1150 Western Civilization I (H) (4)

General Education: Societies and Structures course, Humanities course

Offered: Every fall semester

This course surveys the history of the ancient Near East and pre-modern Europe, with an emphasis on Mesopotamian and Egyptian origins, the Greco-Roman world, medieval Europe, and the Renaissance. The class combines lecture with discussion, class activities, and group work relating to secondary and primary source material.

HIS 1160 Western Civilization II (H) (4)

General Education: Societies and Structures course, Humanities course

Offered: Every spring semester

This course surveys the modern history of the West since the Reformation, with an emphasis on the growing interconnections between Europe and the rest of the globe resulting from overseas exploration, industrialization, the nation-state, imperialism, and the effects of two world wars. The class combines lecture with discussion, class activities, and group work relating to secondary and primary source material.

HIS 1210 Colonial and Revolutionary America (H) (4)

General Education: Societies and Structures course, Humanities course

Offered: Fall semesters, 2018 and 2020

This course surveys the racial, economic, demographic, and political history of British North America from the 1600s through the 1790s. The colonial rebellion and the War for Independence will receive particular

attention. The class combines lecture with discussion, class activities, and group work relating to secondary and primary source material.

HIS 1220 Nineteenth Century America (H) (4)

General Education: Societies and Structures course, Humanities course

Offered: Fall semesters, 2017 and 2019

This course surveys the racial, economic, social, and political history of the United States from 1800 through the the 1890s. The class combines lecture with discussion, class activities, and group work relating to secondary and primary source material.

HIS 1230 Modern America (H) (4)

General Education: Societies and Structures course, Humanities course

Offered: Spring semesters, 2019 and 2021

This course surveys the racial, economic, social, cultural, political history, and foreign relations of the United States from the 1890s through the end of World War II. The class combines lecture with discussion, class activities, and group work relating to secondary and primary source material.

HIS 1240 Contemporary America (H) (4)

General Education: Societies and Structures course, Humanities course

Offered: Spring semesters, 2018 and 2020

This course surveys the racial, economic, social, cultural, political history, and foreign relations of the United States from 1945 to the present. The class combines lecture with discussion, class activities, and group work relating to secondary and primary source material.

HIS 2100 History of Education (H) (4)

General Education: Societies and Structures course, Humanities course

Prerequisite: Sophomore standing

Offered: Fall semesters, 2017 and 2019

This course traces the formation of and purpose of Western education from the Ancient Greek Lyceum, to the university of the Medieval Period, to the formation of compulsory K-12 public education, through 21st Century challenges, with a particular focus on higher education.

HIS 2115 Western Political Thought (4)

Prerequisite: Sophomore standing

Offered: Fall semesters, 2018 and 2020

This course focuses on the earliest political thought to the era of the Reformation; from Ancient Greece to Western Europe as it brings the transition to the Modern Era. This course focuses on the origins of political theories in their historical context and the practices that are critiqued, influenced, or developed as a result of the theories discussed. The class combines lecture with discussion, class activities, and group work relating to secondary and primary source material. Same as POL 2115. HIS/POL 2115 or HIS/POL 3310 fulfill the history and political science and the political science major requirements.

HIS 2130 African American History (H) (4)

General Education: Societies and Structures course, Humanities course

Prerequisite: Sophomore standing

Offered: Spring semesters, 2018 and 2020

This course surveys the history of African Americans, race relations and racial policy from the colonial period to the present. The class combines lecture with discussion, class activities, and group work relating to secondary and primary source material.

HIS 2139 American Women's History (H) (4)

General Education: Societies and Structures course, Humanities course

Prerequisite: Sophomore standing

Offered: Spring semesters, 2019 and 2021

The course examines the role of women and the influences of gender in American history. Students also contribute to an alumni oral history project as part of the course.

HIS 2140 World War II (4)

Prerequisite: Sophomore standing

Offered: Periodically based on student need

This course surveys the origins and outbreak of World War II, as well as leaders, strategies, key battles and campaigns, home fronts, and the global impact of the conflict.

HIS 2500 Special Topics Survey (4)

Prerequisite: Sophomore standing

Offered: Periodically based on student need

This course offers a survey level introduction to an historical subject not offered in the *Catalog*.

HIS 2700 Teaching North Carolina History (4)

Prerequisite: Elementary Education major or Middle Grades Social Studies major

Offered: Fall semesters, 2018 and 2020

This course focuses on content and pedagogy of areas of North Carolina and American history, geography and civics covered in the 4th and 8th grade social studies units in the public schools. The history of North Carolina public education will also be a course theme. Students will work on unit and lesson plans and other teaching exercises. Open to Elementary Education and Middle Grades Social Studies majors only. Social studies licensure candidates and other students should take HIS 3250. HIS 3250 can substitute for HIS 2700 if scheduling makes it necessary.

HIS 3001 Intermediate History Field Component (1)

Prerequisites: SPE 2901 and Admission to Teacher Education Program

Offered: Periodically based on student need

This course is required for candidates pursuing licensure in history with social studies licensure (9-12) or middle grades social studies (6-9). Intermediate fieldwork is a series of involved experiences sequentially planned to allow developmental opportunities for prospective teachers in actual classroom situations. Students will be placed in one of three classroom settings: U.S. history, non-U.S. history, or civics. Students are responsible for arranging their own transportation for fieldwork assignments. Students should take this field experience in the spring semester before they take HIS 3700 and 3701 or MGD 3720 and MGE 3721.

HIS 3210 The Holocaust (4)

Prerequisite: One of HIS 1160 or HIS 2140

Offered: Periodically based on student need

This seminar explores the historical roots of antisemitism, Jewish life in Europe, the rise of Hitler and Nazism, the origins of the Final Solution, and the key stages of the genocide, as well as its impact and legacy.

HIS 3250 North Carolina History (4)

Prerequisite: One of HIS 1210, HIS 1220, HIS 1230, HIS 1240, or HIS 2130

Offered: Fall semesters, 2017 and 2019

This course traces the racial, social, economic and political history of North Carolina from colonial times to the present and relates it to broader southern and American history. A whole-class, semester-long community history project is a major component of the course. Elementary Education and Middle Grades Social Studies concentration majors should not take this course. They should take HIS 2700. HIS 3250 can substitute for HIS 2700 if scheduling makes it necessary.

HIS 3310 Western Political Thought II (4)

Prerequisite: HIS 1160

Offered: Spring semesters, 2019 and 2021

This course focuses on Western political thought from the mid-16th century to the late 20th century; from the formation of the modern nation-state in Europe to the post-War and Cold War world. This course focuses on the dominant political theories in their historical context and the practices that are critiqued, influenced, or developed as a result of the theories discussed. This is a readings-based course including both primary and secondary source analysis. Same as POL 3310. HIS/POL 3310 or HIS/POL 2115 fulfill the HIS/POL and the POL major requirements.

HIS 3320 Civil War (4)

Prerequisite: One of HIS 1210, HIS 1220, HIS 1230, or HIS 3250

Offered: Fall semesters, 2016 and 2018

This course examines the social, political, and military history of the American Civil War from its long and short-term causes through its short and long-term legacies.

HIS 3340 American Foreign Relations (4)

Prerequisites: One of HIS 1160, HIS 1240, or POL 2110

Offered: Spring semesters, 2019 and 2021

This seminar traces the evolution of American foreign relations from 1945 to the present. It examines the factors shaping the formation and implementation of American foreign policy, analyzes and evaluates its effects at home and abroad, and views the first-hand experience of American soldiers in carrying out that foreign policy. This course meets requirements for the HIS/POL major. Same as POL 3340.

HIS 3350 The Civil Rights Movement (4)

Prerequisites: One of HIS 1240, HIS 2130, HIS 3250, or POL 1100

Offered: Spring semesters, 2018 and 2020

This course examines the evolution of The Civil Rights Movement and its legacies from the 1940s to the present. We will focus on local movements, especially those in North Carolina, pursuing voting rights, economic justice, and desegregation and the response of the white community to them. We will also examine the popular memory of the movement since the 1960s. This course meets requirements for the HIS/POL major.

HIS 3360 Nations and Nationalism (4)

Prerequisites: HIS 1150 or HIS 1160 or HIS 1210 or HIS 1220 or HIS 1230 or HIS 1240

Offered: Spring semesters, 2018 and 2020

This course focuses on the formation of the modern nation-state in the West from the 16th century to the modern era, the emergence of nationalism(s), and various forms of national identity; a subject to be understood as an ever-changing concept relevant to the historical context and the ideological forces surrounding the role and purpose of the nation-state. Primary and secondary sources will be utilized in this course. Same as POL 3360.

HIS 3370 History of Knowledge (4)

Prerequisite: HIS 1150 or HIS 1160 or HIS 2100

Offered: Spring semesters, 2018 and 2020

The history of knowledge focuses upon the progression of knowledge as an object of study, specifically focusing on what we know (epistemology) and how we understand what we know (ontology), and how the concept of knowledge as a focus of study for understanding developed and evolved throughout Western history. The course includes study of primary and secondary sources.

HIS 3500 Special Topics Seminar (4)

Prerequisite: instructor's permission

Offered: Periodically based on student need

This course offers an advanced course on an historical subject not offered in the *Catalog*.

HIS 3700 Pedagogy of Social Studies (9-12) (3)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: HIS 3701

Offered: Every fall semester

This course is an analysis of the strategies and materials appropriate for social studies instruction in the secondary school settings. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

HIS 3701 Field Component for Pedagogy of Social Studies (9-12) (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: HIS 3700

Offered: Every fall semester

Required for all students seeking teacher licensure in history. Fieldwork is a series of involved experiences sequentially planned to allow developmental opportunities for prospective teachers in actual classroom situations. Students will be placed in a different classroom setting than what they experienced in HIS 2701. Students are responsible for arranging their own transportation for fieldwork assignments. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

HIS 4500 Special Topics Research (4)

Prerequisite: Instructor's permission

Offered: Periodically based on student need

This course offers a research-based seminar on an historical subject not offered in the *Catalog*.

Prerequisite: eight hours or more of history at the 3000-level or above.

HIS 4900 The Historian's Craft (4)

Prerequisite: This course is intended only for History and History-Political Science majors and should be taken in their final semester, or in the semester before in the case of August or December graduates.

Offered: Every spring semester

This course culminates the History and History-Political Science majors. This course involves a review of historiography and methods of historical research. In addition, students will undertake a major research topic in their field of interest.

HONORS (HON)

HON 1110 The Basic Questions (4)

General Education: Composition course

Offered: Every fall semester

This course focuses on the historical, literary, philosophical, political, and religious foundations of the world from the earliest civilizations through the early Hellenistic Period. Students begin the basic discussions of life and death, good and evil, here and beyond.

HON 1120 Stories We Tell Ourselves (4)

General Education: Composition course

Offered: Every spring semester

This course builds on the first and focuses on the historical, literary, philosophical, political, and religious foundations of the world from the early Hellenistic Period to the Ming Dynasty in the seventeenth century. Expanding on the explorations of the basic questions in HON 1110, this course addresses who we are, what we do, and how we do it.

HON 2110 Understanding the World (H) (4)

General Education: Societies and Structures course (History), Humanities course

Offered: Every fall semester

In this course, students will carefully examine the foundations of the modern world by close attention to the historical, literary, philosophical, political, religious, and scientific texts and ideas from the seventeenth century through the twentieth century. This course traces the Western philosophical traditions and the rise of method.

HON 2120 The Collapse of Sensibility (4)

General Education: Societies and Structures course

Offered: Every spring semester

During the twentieth century, the classical study of physics gave way to an evolving understanding of the “sensible” world as one created by our perceptions. Fundamental concepts such as space and time gave way to a new understanding of the universe as a very different proposition than our senses would have us believe. This course presents general readership texts dealing with such developments.

HON 3010 Honors Research I (3)

Offered: Every fall semester

This seminar prepares students to write the Honors Thesis by exploring research models, methods, and skills. It is team-taught by faculty representing two different disciplines, and usually includes guest lectures from faculty with other disciplinary perspectives. Students will complete their thesis prospectuses, under the guidance of a faculty advisor, by the end of HON 3010 and will submit their prospectuses to the Honors Committee. HON 3010 is required of all third-year honors students.

HON 3020 Honors Research II (1)

Offered: Every spring semester

In this seminar, honors students will continue to research, revise, and edit their prospectuses. Once the prospectus is approved by the Honors Committee, students will begin working on their thesis project. A student’s prospectus must be approved by the end of this course to continue in the George Center for Honors Studies. HON 3020 is required of all third-year honors students.

HON 3030 Contemporary Western Ideas (4)

Offered: Periodically based on student need

This course surveys the historical, literary, philosophical, religious, political, and social foundations of Western thought from the mid-twentieth century to the present. A seminar-style course designed to provide a capstone experience in the study of the humanities, Contemporary Western Ideas consists of a range of readings, studies, and writing covering the contemporary world view. This course serves as an opportunity for students to reflect on their knowledge from the pursuit of the humanities, and to provide a meaningful synthesis of the humanistic insight derived from current Western thought.

HON 3510 Service Learning in Honors (4)

Prerequisites: Minimum 8 hours in Honors and permission of the director

Offered: Periodically based on student interest

This course is designed for Honors students who wish to undertake an upper-level service-learning experience in Honors. Collaborative Service Learning Projects will vary based upon faculty and student interest. All projects will include academic preparation, service experience, and intensive reflection.

HON 3700 Honors Contract (1)

Prerequisite: HON 3010

Offered: Periodically based on student interest

The Honors Contract is an independent contract linked to another of the student's courses. Students registering for HON 3700 work with their instructors to find a suitable project of interest to the student and deemed viable by the instructor. Contracts may be granted for either individual or group work. Course are designated by departments as being eligible for contracts, and sections of HON 3700 are linked to specific courses for a given semester or term. The Honors Committee must approve the student's contract before honors credit can be granted for this work.

HON 4810 Senior Honors Thesis I (3)

Prerequisite: Senior standing

Offered: Every fall semester

The purpose of this three-hour independent study course is to carry out the senior project proposed in the student's prospectus (see HON 3010) and to write a complete rough draft of the thesis. The student will meet regularly with her or his advisor. In addition, the student will meet regularly with other students enrolled in HON 4810 and the Honors Director.

HON 4820 Senior Honors Thesis II (1)

Prerequisite: Senior standing

Offered: Every semester

The purpose of this one-hour independent study is to complete the thesis begun in HON 4810. The student will meet with his or her advisor to bring the rough draft document completed in HON 4810 to refinement and to make it similar to a thesis one would expect to find in a graduate program. The student will continue to meet regularly with both other students involved in HON 4820 and the Director of the George Center for Honors Studies. The student will present his or her thesis in a campus-wide forum during the latter part of the semester.

HUMAN FACTORS PSYCHOLOGY (HFP)

School of Social Sciences and Education

HFP 3800 Internship in Human Factors Psychology (1-8)

Prerequisites: Junior standing; at least 12 semester hours completed at Greensboro College prior to enrolling in the internship; completion of internship contract with the Director of Career and Personal Development, including required permissions

Concurrent requisite: HFP 3801

Offered: Every semester as needed

This course offers students the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in human factors psychology. The major in psychology/human factors concentration requires a 4-hour internship. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled [Internships 3800](#).

HFP 3801 Internship Seminar (2)

Prerequisites: MAT 2360, SSC 3600, HFP 4150, and admission to the Human Factors Concentration

Concurrent requisite: HFP 3800

Offered: Periodically based on student need

In this seminar, students will learn strategies essential for being successful at their internship placement and for gaining future employment. Students will also engage in a variety of career development activities (e.g., resume writing, portfolio development, etc.). Finally, students must demonstrate factual knowledge in psychology by taking the Major Field Achievement Test.

HFP 4150 Human Factors Psychology (4)

Prerequisites: PSY 3300 or PSY 4100; SSC 3600 is recommended

Offered: Every spring semester

Some products or services are "user-friendly" and others are clunky and difficult to use; some offices make people feel immediately at home. This course examines how the physical, perceptual, and cognitive capabilities and limitations of humans impact how they interact with technology, tool and their living/work environments. Topics will include design and evaluation methods, human-computer interaction, ergonomics, accidents and human error, stress and workload, etc. Through use of specific cases, students will learn effective methods for solving human factors problems. Same as PSY 4150.

HFP 4900 Human Factors Practicum (4)

Prerequisites: CSC 1200, SSC 3600, PSY 4150, and admission to the Human Factors Concentration
Offered: Every spring semester

This course will serve as the capstone experience for students working toward the Human Factors Concentration in Psychology. Course content will focus on the principles of information, interaction, and user-centered design. Students will be expected to demonstrate their ability to apply research, methodology, and theory in Human Factors Psychology as well as content from this course to a specific design problem/project.

INTERNATIONAL STUDIES (INT)**INT 0001 Study Abroad-Connexion**

This course is a place holder designed for students participating in Greensboro College's exchange programs in London, Germany, and Northern Ireland. Students will be billed by Greensboro College for the costs of the program.

INT 0002 Study Abroad-Other Programs

This course is a place holder designed for students participating in Consortium programs and programs offered by third party providers. Students will be billed by these programs.

INT 3200 International Explorer Seminar (2)

Prerequisites: Junior standing, minimum cumulative grade point average of 2.3, permission of the instructor

Offered: Periodically based on student need

International travel expands our horizons and promotes better understanding of the world in which we live. This course exposes students to the ideas, culture, heritage, and global contributions of specific international destinations, as well as practical international travel protocol. The course culminates with the class trip to the international destination. Travel will occur at the conclusion of the semester in which the seminar is taken.

KINESIOLOGY (KIN)

School of Sciences and Mathematics

KIN 1100 Personal Fitness and Wellness (4)

Offered: Every semester

This course is designed to assist students in the understanding of and planning for a lifelong healthful lifestyle. Course content will include information which will aid the student in developing optimal physical soundness as well as identifying health related factors which positively and negatively affect personal health. Various teaching methods will be employed in the course and students will be required to participate in directed laboratory activities. Students also will be required to complete related assignments outside of class.

KIN 1102 Beginning Tennis and Badminton (2)

Offered: Periodically based on student need

This course provides the fundamentals of tennis and badminton. Students are expected to possess a fitness level necessary to sustain moderate physical activity for the duration of each class throughout the course.

KIN 1103 Strength Training (2)

Offered: Periodically based on student need

This course includes the teaching of proper technique and opportunities to improve one's physical strength. Students are expected to possess a fitness level necessary to sustain moderate physical activity for the duration of each class throughout the course.

KIN 1122 Aerobics (2)

Offered: Periodically based on student need

This course focuses on health related fitness: flexibility, strength, and muscular and cardiovascular endurance. Students are expected to possess a fitness level necessary to sustain moderate physical activity for the duration of the class throughout the course.

KIN 1123 Cardiovascular Fitness (2)

Offered: Periodically based on student need

This course is a progressive development of physiological fitness through activities such as walking, swimming, running, and bicycling. Students are expected to possess a fitness level necessary to sustain moderate physical activity for the duration of the class throughout the course.

KIN 1130 Beginning Swimming (2)

Offered: Periodically based on student need

This course includes safety skills in the water and basic strokes necessary to propel oneself through the water. Students are expected to possess a fitness level necessary to sustain moderate physical activity for the duration of the class throughout the course.

KIN 1132 Water Aerobics (2)

Offered: Periodically based on student need

A combination of aerobic, toning, and strengthening exercises will be performed in the pool. Students are expected to possess a fitness level necessary to sustain moderate physical activity for the duration of the class throughout the course.

KIN 1133 Intermediate Swimming (2)

Offered: Periodically based on student need

This course includes the opportunity to refine all the swimming strokes and condition the student for more advanced aquatic experiences. Students are expected to possess a fitness level necessary to sustain moderate physical activity for the duration of the class throughout the course.

KIN 1142 Volleyball (2)

Offered: Periodically based on student need

Basic team skills and strategies of volleyball are the focus of this course. Students are expected to possess a fitness level necessary to sustain moderate physical activity for the duration of the class throughout the course.

KIN 1156 Yoga (2)

Offered: Periodically based on student need

This course includes fundamentals of yoga and physical and mental discipline aimed at good health and peace of mind. Students are expected to possess a fitness level necessary to sustain moderate physical activity for the duration of the class throughout the course.

KIN 1510 Ballroom Dance I (2)

Offered: Periodically based on student need

Ballroom dance consists of an introduction to American and Latin American ballroom dances. It includes the waltz, fox trot, cha cha, and swing and is designed to help the student become a competent social dancer. Same as DAN 1510. May be repeated for credit.

KIN 2300 Motor Behavior (4)

Prerequisite: PSY 1100 is recommended

Offered: Every fall semester

An investigation of motor learning as it relates to teaching, learning and performing motor skills throughout life. The course explains the process by which humans acquire and refine motor skills, as well as the developmental process and its impact on movement. Students will be introduced to underlying processes involved in movement, how various movements are controlled, and the associated biological change in human movement across the life span.

KIN 2350 Foundations of Sport/Physical Education (4)

Offered: Every spring semester

This course is an overview of the professional areas of exercise science, physical education, and sport, emphasizing the historical, philosophical, psychosocial foundations and their implications for contemporary society. Includes the study of current issues and challenges, trends, ethical concerns, career, and economic impact of sport and fitness on society.

KIN 2510 Ballroom Dance II (2)

Prerequisite: DAN/KIN 1510

Offered: Periodically based on student need

This course is a study of more advanced American and Latin ballroom dances. May be repeated for credit. Same as DAN 2510.

KIN 3330 Psychological Aspects of Exercise and Sport (4)

Prerequisite: PSY 1100 is recommended

Offered: Every fall semester

This is the study of psychological factors affecting skill acquisition, performance, and behavior in sport and physical education. This course also examines the exercise and health psychology related to wellness, stress, diseases and rehabilitative medicine.

KIN 3340 Socio-cultural Foundation in Exercise and Sport (4)

Offered: Every fall semester

This course is a study and analysis of exercise and sport in sociocultural contexts and introduces students to the influence of social forces affecting individuals' involvement in physical activities. Topics include power, social stratification (gender, race, class, and physicality), human agency and social institutions as they relate to access, adoption and adherence to physical activity.

KIN 3350 Exercise Physiology (4)

Prerequisite: BIO 2300 or BIO 2400

Concurrent requisite: KIN 3355

Offered: Every semester

This is the study of fundamental physiological responses of the human body to the stress of exercise, and sport, including compensatory adjustments and adaptations to long-term physical training and the role of nutrition and exercise in weight management. The laboratory experiences permits students the application of concepts regarding the human body's response to stress of exercise, sport and long-term physical training.

KIN 3355 Exercise Physiology Laboratory (0)

Concurrent requisite: KIN 3350

Offered: Every semester

Students will complete lab experiences supporting the KIN 3350 Exercise Physiology course.

KIN 3380 Organization and Administration of Sport/Physical Education (4)

Offered: Every spring semester

A study of the organizational and administrative theories and techniques needed to design and implement programs in leisure, physical education, and sport settings. This course includes finance management, legal issues and responsibilities, leadership styles, scheduling, facility and personnel management, purchasing, public relations, marketing, and tournament organization.

KIN 3390 Biomechanics (4)

Prerequisite: A course in anatomy and physiology

Concurrent requisite: KIN 3395

Offered: Every semester

This course is the study of the musculoskeletal mechanism and biomechanics from the point of view of physical education activities, exercise/sport injuries and sport skills. Principles and methodology of analyzing posture and movement is the major focus of this course.

KIN 3395 Biomechanics Laboratory (0)

Concurrent requisite: KIN 3390

Offered: Every semester

Students will complete lab experiences supporting the KIN 3390 Biomechanics course.

KIN 3500 Special Topics in Kinesiology (1-4)

Prerequisite: Permission of the instructor

Offered: Periodically based on student need

This course presents an opportunity to study advanced and specialized topics in kinesiology. It may include a study abroad program or special courses taught at Greensboro College. May be repeated once for credit.

KIN 3800 Internship (1-8)

Prerequisites: Junior standing; at least 12 semester hours completed at Greensboro College prior to enrolling in the internship; completion of internship contract with the Director of Career and Personal Development, including required signatures.

Offered: Every semester

This course offers students the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in kinesiology. The major in exercise and sport studies requires a 4-hour internship. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled [Internships 3800](#).

KIN 4810 Directed Study and Research (1-4)

Prerequisite: Permission of the instructor and junior standing or above

Offered: Periodically based on student need

These courses are created in conjunction with an instructor to allow students to gain an in-depth understanding of a particular specialized area in kinesiology through independent study and directed research experiences.

LEGAL ADMINISTRATION (LGA)

School of Social Sciences and Education

LGA 2100 Legal Research (4)

Offered: Every fall semester

This course is a survey of the law library and other reference sources, both print and electronic. It includes practice in the utilization of research materials, preparation of written materials, and presentation of research results.

LGA 2210 Judicial Process (4)

Offered: Spring semesters, 2019 and 2021

This course examines the structure and functions of judicial systems in the United States. It emphasizes the interrelated nature of national and state and local legal systems while underscoring the role of judges in the policy making process. Same as POL 2210.

LGA 3210 Business Law (4)

Offered: Every fall semester

This course covers the legal process, the judicial system, business crimes, torts, agency, contracts, debtor/creditor relationships, real property, government regulation of business, and the Uniform Commercial Code.

LGA 3220 Criminal Law (4)

Offered: Fall semesters, 2017 and 2019

This course is a general study of the criminal laws, criminal responsibilities, and investigations and procedures.

LGA 3230 Ethics and Professional Legal Responsibilities (4)

Offered: Every fall semester

This course examines codes of ethics and rules of professional conduct as they pertain to lawyers, law enforcement officers, and other participants in the legal and criminal justice system.

LGA 3240 Evidence (4)

Offered: Spring semesters, 2019 and 2021

This course involves the study and application of the rules of evidence. The course includes an examination of the Federal Rules of Evidence, relevancy, testimonial and documentary evidence.

LGA 3250 Family Law (4)

Offered: Spring 2017

This is a study of the legal obligations in a marriage contract, divorce actions and procedure, legal separations and family dispute resolution.

LGA 3260 Litigation (4)

Offered: Spring semesters, 2018 and 2020

This is an introduction to the process of using the court to resolve conflicts and the difference between civil and criminal litigation. The methods of gathering information used by lawyers and the documents used in instituting and responding to a lawsuit will be studied. The use of various legal research tools will be an integral part of the course.

LGA 3300 Tax Accounting (4)

Offered: Fall semesters, 2017 and 2019

This course examines the Federal Income Tax as it applies to individuals and includes the preparation of income tax forms both manually and with computerized programs. Same as ACC 3300.

LGA 4200 Constitutional Law (4)

Prerequisite: POL 1100 or LGA/POL 2210

Offered: Every spring semester

This is a study of the development of federal constitutional law. Each amendment to the Constitution will be studied independently while lecture emphasis will deal with a survey of the development of the Supreme Court Decisions affecting each amendment. Special emphasis will be given to the Fourteenth Amendment and the incorporation theory of the Bill of Rights. Same as POL 4200.

LGA 4500 Special Topics in Legal Administration (4)

Offered: Periodically based on student need

This participatory course will consider these special topics as electives: Estates and Trusts, Insurance Law, Torts, and Property Law.

MATHEMATICS (MAT)

School of Sciences and Mathematics

MAT 1000 Intermediate Algebra (4)

Offered: Every semester

This course provides a solid foundation in linear and quadratic functions with an emphasis on applications. Technology will be used as an instructional tool in the course. A student with credit for MAT 1050 may not receive credit for MAT 1000.

MAT 1010 Ideas in Mathematics (4)

General Education: Quantitative/Analytical course

Offered: Every semester.

This course provides students with an opportunity to explore mathematical ideas and develop quantitative reasoning and problem solving skills. The content focuses on the historical development and contemporary applications of numeration and number theory, geometry, functions, statistics, and related topics. This course does not meet the prerequisite requirement for upper-level mathematics courses.

MAT 1030 Mathematics of Finance (4)

General Education: Quantitative/Analytical course

Offered: Every semester

This course is an introduction to the basic mathematics of finance. Topics covered are simple interest, bank discount, compound interest, annuities and applications of annuities. This course does not meet the prerequisite requirement for upper-level mathematics courses.

MAT 1050 Functions and Their Applications (4)

General Education: Quantitative/Analytical course

Prerequisite: MAT 1000 with a grade of C- or higher, placement by the Mathematics department, or a satisfactory score on the current Greensboro College mathematics placement test

Offered: Every semester

This course provides a study of the algebraic and geometric characteristics of polynomial, exponential, logarithmic, and periodic functions with an emphasis on applications.

MAT 2000 Business Calculus (4)

Prerequisite: MAT 1050 with a grade of C- or higher, placement by the Mathematics department, or a satisfactory score on the current Greensboro College mathematics placement test

Offered: Periodically based on student need

This course introduces the topics of limit, continuity, derivative, and related topics with an emphasis on business applications. Students may receive credit for either MAT 2000 or MAT 2060, but not both.

MAT 2020 Operations Research (4)

General Education: Quantitative/Analytical course

Prerequisite: MAT 1050 with a grade of C- or better, or placement by the department

Offered: Every spring semester

This is an introductory course on formulating mathematical models and developing solution methods for real-life optimal decision problems. Topics studied include the simplex algorithm, duality and sensitivity analysis. Integer programming problems as well as transportation and assignment problems are considered. Algorithms for the resolution of these problems are implemented on a computer using readily available software.

MAT 2050 Discrete Mathematics (4)

Prerequisite: MAT 1050 with a grade of C- or higher, placement by the Mathematics department, or a

satisfactory score on the current Greensboro College mathematics placement test

Offered: Fall semesters, 2017 and 2019

This course includes combinatorial methods (systematic counting techniques), graph theory, trees, permutations and combinations, algorithmic thinking, and recurrence relations.

MAT 2060 Calculus I (4)

General Education: Quantitative/Analytical course

Prerequisite: MAT 1050 with a grade of C- or higher, placement by the Mathematics department, or a satisfactory score on the current Greensboro College mathematics placement test

Offered: Every fall semester

This course covers limits, continuity, the derivative and its applications, anti-differentiation, the definite integral and the fundamental theorem of integral calculus. Students may receive credit for either MAT 2000 or MAT 2060, but not both.

MAT 2070 Calculus II (4)

Prerequisite: MAT 2060 with a grade of C- or higher

Offered: Every spring semester

This course is a continuation of Calculus I. The course covers techniques of integration, applications of integration, parametric equations, polar coordinates, infinite sequences and series.

MAT 2080 Calculus III (4)

Prerequisite: MAT 2070 with a grade of C- or higher

Offered: Every fall semester

This course is a continuation of Calculus II. The course introduces the calculus of vector valued functions. Topics include vectors and the geometry of space, vector functions, multiple integrals and vector calculus.

MAT 2160 Linear Algebra (4)

General Education: Quantitative/Analytical course

Offered: Every spring semester

Prerequisite: MAT 1050 with a grade of C- or higher, placement by the Mathematics department, or a satisfactory score on the current Greensboro College mathematics placement test

This is an introductory course in linear algebra covering systems of linear equations, matrices, vector spaces, linear transformations, eigenvalues and eigenvectors with emphasis on applications.

MAT 2360 Statistics (4)

General Education: Quantitative/Analytical course

Prerequisite: MAT 1050 with a grade of C- or higher, placement by the Mathematics department, or a satisfactory score on the current Greensboro College mathematics placement test

Offered: Every semester

This is an introduction to elementary statistics. Topics include descriptive statistics, probability and probability distributions, binomial and normal distributions, confidence intervals, hypothesis testing and student's t and Chi square distributions.

MAT 2500 Special Topics in Mathematics (4)

Prerequisite: MAT 1050 with a grade of C- or higher, placement by the Mathematics department, or a satisfactory score on the current Greensboro College mathematics placement test

Offered: Periodically based on student need

This course will consider topics in mathematics not normally covered such as the history of mathematics, chaos and fractals or graph theory. May be repeated for credit under different topics.

MAT 3020 Geometry (4)

Prerequisites: MAT 1050 with a grade of C- or higher, placement by the Mathematics department, or a satisfactory score on the current Greensboro College mathematics placement test

Offered: Every spring semester

This course will include a brief history and development of Euclidean and non-Euclidean geometries. An introduction to transformational geometry will also be provided. This course is required for teacher licensure in secondary mathematics and middle grades mathematics.

MAT 3021 Field Component for Geometry (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MAT 3020

Offered: Every spring semester

This is an intermediate fieldwork experience designed to provide opportunities to plan learning experiences and learning segments. Students are responsible for arranging their own transportation for assignments.

This course is required for all students seeking teacher licensure in mathematics (9-12) and middle grades mathematics (6-9).

MAT 3030 Logic and Set Theory (4)

Offered: Periodically based on student need

This course will introduce students to first order logic. Topics include Boolean connectives, formal proof techniques, quantifiers, basic set theory and induction. Same as REP 3320.

MAT 3050 Differential Equations (4)

Prerequisites: MAT 2060 and MAT 2160 with a grade of C- or higher

Offered: Periodically based on student need

This course provides an introduction to ordinary differential equations. Topics include first order equations, linear equations, linear systems, the Laplace transform, series techniques and physical applications.

MAT 3410 Abstract Algebra (4)

Prerequisites: MAT 2160 and MAT 3030 with a grade of C- or higher

Offered: Periodically based on student need

This course provides an introduction to abstract mathematical structures and concepts. The course will cover topics from groups, rings, integral domains and fields.

MAT 3500 Intermediate Special Topics in Mathematics (4)

Prerequisite: Permission of the instructor

Offered: Periodically based on student need

This course will consider specialized topics in mathematics not normally covered such as mathematical modeling, advanced statistical analysis, operations research or number theory. May be repeated for credit under different topics.

MAT 3700 Pedagogy of Mathematics (9-12) (4)

Prerequisites: Admission to Teacher Education Program, MAT 3020, PSY 3200

Concurrent requisite: MAT 3701

Offered: Every fall semester

This course includes reading in historical background, curriculum and philosophy of mathematics education. The course provides secondary teachers with methods and materials for teaching mathematics. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MAT 3701 Field Component for Pedagogy of Mathematics (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MAT 3700

Offered: Every fall semester

Early fieldwork is a series of involved experiences sequentially planned to allow developmental opportunities for prospective teachers in actual classroom situations. Students are responsible for arranging their own transportation for assignments. Required for all students seeking teacher licensure in mathematics. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MAT 4110 Real Analysis (4)

Prerequisite: MAT 3030 with a grade of C- or higher

Offered: Periodically based on student need

This course covers bounded sets, sequences and series, convergence, metric spaces and continuity.

MAT 4500 Advanced Special Topics in Mathematics (4)

Prerequisite: Permission of the instructor

Offered: Periodically based on student need

This course will consider specialized topics in mathematics not normally covered such as numerical analysis, complex analysis, cryptography, topology or partial differential equations. May be repeated for credit under different topics.

MAT 4900 Seminar (4)

Prerequisite: Senior standing

Offered: Periodically based on student need

This course is a capstone course for mathematics majors and consists of presentation experiences on topics selected by the instructor. Competency in the course is demonstrated by successful collection, organization, and presentation of advanced topics. Required of all majors.

MIDDLE GRADES EDUCATION (MGE)

School of Social Sciences and Education

MGE 3710 Pedagogy of Science in Middle Schools (3)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MGE 3711

Offered: Every fall semester in conjunction with SCI 3700

This course is designed to assist candidates in developing methods and techniques for teaching middle school science. Topics include classroom organization and management, curriculum issues, lesson design, lab safety, and instructional trends and strategies in secondary schools. Computer software and adaptations for special populations are also considered. Open only to candidates specializing in middle grades education. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MGE 3711 Field Component for Pedagogy of Science in Middle Schools (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MGE 3710

Offered: Every fall semester

Requires contact hours in a middle grades science classroom; involves observation and participation in instructional activities. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MGE 3720 Pedagogy of Social Studies in Middle Schools (3)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MGE 3721

Offered: Every fall semester in conjunction with HIS 3700

This course develops knowledge of the principles, materials and methods of teaching social sciences in the middle school. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MGE 3721 Field Component for Pedagogy of Social Studies in Middle Schools (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MGE 3720

Offered: Every fall semester

Requires contact hours in a middle grades social science classroom; involves observation and participation in instructional activities. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MGE 3730 Pedagogy of Mathematics in Middle Schools (3)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MGE 3731

Offered: Every fall semester in conjunction with MAT 3700

This course develops knowledge of the principles, materials and methods of teaching mathematics in the middle school. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MGE 3731 Field Component for Pedagogy of Mathematics in Middle Schools (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MGE 3730

Offered: Every fall semester

Requires contact hours in a middle grades mathematics classroom; involves observation and participation in instructional activities. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MGE 3740 Pedagogy of Language and Literacy in Middle Schools (4)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MGE 3741

Offered: Every fall semester in conjunction with ECM 3700

This course assists candidates in developing methods, strategies, techniques, and reflective practices for teaching language arts in the middle school. Topics for exploration, analysis, and evaluation include curriculum, materials, design, diversity, differentiation, special populations, technology, research, best practices, instructional leadership, and assessment as they relate to reading, writing, listening, speaking, and viewing. Also critical to the course is the study of adolescent and young adult literature from classic earlier

texts to the present. Candidates will trace the literary, social, and cultural forces that have influenced the development of the literature and will note the relationship between texts and developmental stages. Emphasis is on extensive reading, research, and analysis of works from a variety of genres; representations of gender and identity; student-centered approaches for teaching and learning; and the use of literature for literacy and language development as well as for integrated instruction across the curriculum. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MGE 3741 Field Component for Pedagogy of Language and Literacy in Middle Schools (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MGE 3740

Offered: Every fall semester

Requires contact hours in a middle grades language arts classroom; involves observation and participation in instructional activities. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MGE 4970 History and Organization of Middle Grades Education (2)

Prerequisite: Admission to Teacher Education Program

Offered: Every spring semester

This course provides middle grades licensure candidates with an in-depth understanding of the history, rationale, and design of middle level schools in the United States. An examination of organizational patterns, adolescent growth and development, program components such as advisor-advisee, block scheduling, and team organization are included. Same as PAL 4970.

MUSIC (MUS)

School of the Arts

MUS 1000 Music Fundamentals (2)

Offered: Every semester

This course allows the acquisition of fundamental knowledge of the structures of western music and keyboard harmony. Students will learn to recognize musical notation; recognize, write, sight sing, and play (on keyboard) scales; intervals and triads; and learn basic music vocabulary. The course is offered each year and is taken by music students who do not pass the music theory placement examination. May be repeated for credit.

MUS 1010 Music Theory I (2)

Offered: Every fall semester

This course covers the fundamentals of music, including elements of pitch and rhythm, introduction to triads and seventh chords, diatonic chords in major and minor keys, construction and function of scales and intervals, principles of voice leading, harmonic progression, triads in first inversion, and musical form. Students must either pass the music theory placement examination or have passed MUS 1000 at Greensboro College with a C- or above.

MUS 1020 Music Theory II (2)

Prerequisite: MUS 1010

Offered: Every spring semester

This course covers triads in second inversion, use of non-harmonic tones, triads and dominant seventh chords in root position and inversions, modulation, correlated analysis, secondary dominants, basic principles of musical form, and part writing.

MUS 1030 Sight Singing and Dictation I (1)

Corequisite: MUS 1010

Offered: Every fall semester

This course develops the ability of the student to sight sing melodic passages in all major keys in simple and compound meters. The aural skills emphasized include the identification of all diatonic intervals by sight and sound, melodic dictation in major keys, and recognition of the tonic, subdominant, and dominant chords. This course will assist the student in developing skills related to music theory I. The class will focus on interval recognition, sight singing, melodic dictation, rhythmic dictation, basic chordal recognition, and computer-based ear training skills. Students must either pass the music theory placement examination or have passed MUS 1000 at Greensboro College with a C- or above.

MUS 1040 Sight Singing and Dictation II (1)

Prerequisite: MUS 1030

Corequisite: MUS 1020

Offered: Every spring semester

This course develops the ability of the student to sight sing melodic passages in all major and minor keys in simple and compound meters. The aural skills emphasized include the identification of all diatonic intervals by sight and sound, melodic dictation in minor and major keys, two-part harmonic dictation, and recognition of the diatonic chords in major and minor keys. This course will assist the student in developing skills related to music theory II. The class will focus on interval recognition, sight singing, melodic dictation, rhythmic dictation, basic chordal recognition, and computer-based ear training skills.

MUS 1050 Harmonic Materials for Improvisation (2)

Prerequisite: MUS 1010

Offered: Periodically based on student need

This course is a practicum in which students learn the essential chord/scale materials of contemporary music (ninth chords, modes, and phrases) through in-class drills and application of those materials to appropriate typical harmonic progressions.

MUS 1100 Music Appreciation (H) (4)

General Education: Artistic/Literary course, Humanities course

Offered: Every semester

This is a general survey course of the development of musical expression with emphasis on musical literature and materials.

MUS 1150 Piano Proficiency - Level I (1)

Prerequisite: Music or Music Education major, or Music minor

Offered: Every fall semester

The course includes sight reading, clapping simple rhythmic patterns, folk tunes with block accompaniment, construction of major scales, recognition and explanation of time and major key signatures, and simple I-V-I progressions in major keys, including improvisation of the I-IV-I progression in all twelve keys and improvisation of simple melodies using this progression. Meets one hour weekly.

All music majors must complete Piano Proficiency requirements by the end of the junior year. Students who do not finish are required to petition the music faculty to continue Piano Proficiency during the senior year. Those without extenuating circumstances are required to finish Piano Proficiency in summer school prior to their senior year.

MUS 1160 Piano Proficiency - Level II (1)

Prerequisite: Music or Music Education major, or Music minor; MUS 1150

Offered: Every spring semester

This course includes sight reading melodies and more complicated rhythmic patterns, folk tunes with broken chord accompaniments, minor key signatures, construction of major and minor triads, simple I-IV-V-I major and minor progressions both block and arpeggiated, improvisation of the I-IV-I-V7-I in all keys and improvisation of simple melodies using this progression. Meets one hour weekly. See course description for MUS 1150 for additional requirements.

MUS 1210 English and Italian Diction (2)

Offered: Every fall semester

This course includes a study of pronunciation and diction problems related to singing in English and Italian. Special attention is given to vocabulary prevalent in English and Italian vocal repertoire as well as the use of the International Phonetic Alphabet.

MUS 1220 French and German Diction (2)

Prerequisite: MUS 1210

Offered: Every spring semester

This course is a study of pronunciation and diction problems related to singing in French and German. Special attention is given to the vocabulary prevalent in French and German vocal repertoire as well as the use of the International Phonetic Alphabet.

Ensembles, MUS 1601 – 1618

MUS 1601 Marching/Concert Band (1)

Offered: Every semester as indicated in description

Marching Band occurs during the fall semester while Concert Band occurs during the spring semester. Marching Band allows for a wide range of repertoire from traditional marches to eclectic show arrangements. Corps style marching is utilized for parades and field shows. Traditional through

contemporary band literature is studied in Concert Band which performs at least two concerts during the spring semester. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1602 Brass Ensemble (1)

Offered: Every semester

This ensemble requires a high level of performing ability by its members. Renaissance, Baroque and 20th century brass works are studied and performed in concert. The Brass Ensemble travels throughout North Carolina to perform at churches and high schools. The Ensemble also participates in recitals, convocations, concerts, music conferences, and other campus events. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1603 Opera/Musical Theatre Workshop (1)

Offered: Every semester

This workshop provides the students with the opportunity to study operatic works, arias, ensembles, and full rolls within the works being performed as well as works from the American musical theatre genre. Performances are presented for the College and the community as well as for the public schools. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1604 Chamber Singers (1)

Offered: Every semester

This ensemble includes the study and performance of choral literature appropriate for a chamber ensemble. Members are required to purchase a performing outfit. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1605 String Ensemble (1)

Offered: Periodically based on student need

This ensemble meets the ensemble requirement for music and music education majors. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1606 Philharmonia (1)

Offered: Every semester

This ensemble performs works from the symphonic repertoire of the 18th, 19th, and 20th centuries. A major concert is presented each semester as well as holiday concerts. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1607 Handbells (1)

Offered: Periodically based on student need

This ensemble concentrates on handbell literature from the traditional sacred setting. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1608 Woodwind Ensemble (1)

Offered: Periodically based on student need

The woodwind Ensemble may be comprised of trios, quartets, or quintets for various woodwind groupings. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1611 Percussion Ensemble (1)

Offered: Every semester based on student need

This ensemble performs exciting percussion literature and transcriptions and is especially useful for all instrumental music education majors. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1612 Blues/Rock or Jazz Workshop (1)

Offered: Periodically based on student need

This ensemble meets the ensemble requirement for music and music education majors. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1613 Brass Quintet (1)

Offered: Every semester based on student need

The Brass Quintet performs literature of the Baroque, Classical, Romantic, and contemporary periods. Brass players benefit from performing in a brass quintet which requires each player to play an individual part, balancing his part (timbre, intonation, style, tempo, etc.) with the other four parts. Students become acquainted with the brass quintet literature, both traditional and contemporary, which benefits the future brass performer/music educators. The brass quintet performs for campus events and for the community at

large. This course may be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1614 Chorale (1)

Offered: Every semester

This ensemble includes the study and performance of a variety of choral literature from all musical time periods. Members are required to purchase a performing outfit. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1615 Jazz Ensemble (1)

Offered: Every semester

Dance music and jazz are performed in this ensemble. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1616 Show Choir (1)

Offered: Periodically based on student need

This performing ensemble combines excellent performance of vocal jazz and Broadway show music with elements of drama and dance. Students are selected through a vocal and dance audition. Members are required to purchase a performing outfit. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1617 New Music Ensemble (1)

Offered: Periodically based on student need

In this ensemble students will study, through lectures, readings, and listening, some of the "new," "modern," and experimental music composition techniques of the last 100 years, including, but not limited to aleatory composition, various modes of structured improvisation, extended instrumental techniques, and new methods of musical notation. Students will also be required to compose a piece for the ensemble that uses one or more of these techniques. They will communicate, through notation and through leading the group, their ideas for this composition. The group will rehearse these new compositions and present them in an end-of-the-semester public performance. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1618 Small Ensemble (1)

Offered: Periodically based on student need

This ensemble is designed to meet the particular needs of music students in any given semester. The instrumentation of the ensembles will be based upon the needs of current music students. For example, if there are several saxophone players, a saxophone quartet or quintet might be formed. If there are several flute players, a flute choir may be formed. Different sections of this course may be added if it becomes necessary to form more than one small ensemble. May be repeated for credit. Participation is open to all students at the discretion of the instructor.

MUS 1621 Contemporary Improvisation Ensemble (1)

Offered: Periodically based on student need

This is a student-created/faculty-directed ensemble, focused on creative music imagined by the students and employing skills acquired in theory and improvisation courses. The ensemble may draw upon non-Western sources; transcription skills may be required. May be repeated for credit.

MUS 2010 Music Theory III (2)

Prerequisite: MUS 1020

Offered: Every fall semester

This course provides advanced study of harmony and musical form within the diatonic major and minor system. Course content is divided into two parts: part one includes the diatonic seventh chords in root position and inversions, while part two includes the study of chromaticism, secondary functions, modulation, and examination of the following forms: binary, ternary, sonata, rondo, and additional derivatives of binary and ternary forms.

MUS 2020 Music Theory IV (2)

Prerequisite: MUS 2010

Offered: Every spring semester

This course provides advanced study of harmony and musical form within the diatonic major and minor system, continuing where MUS 2010 left off. Course content includes chromaticism, with an emphasis on mode mixtures, the Neopolitan chord, augmented sixth chords, enharmonic modulation; and a study of late romanticism and 20th century techniques. Special emphasis is placed on composing at the computer, using 20th century techniques such as modal composition and impressionism, and "pop" chord symbols.

MUS 2030 Sight-Singing and Dictation III (1)

Prerequisite: MUS 1040

Corequisite: MUS 2010

Offered: Every fall semester

This course develops the ability of the student to sight sing melodic passages in major and minor keys with scalar variants, modulation to closely related keys, and complex rhythms. The aural skills emphasized include the identification of all diatonic intervals by sight and sound, melodic dictation in minor and major keys with scalar variants, three-part harmonic dictation, and recognition of seventh chords and augmented sixth chords. The course will focus on interval recognition, sight singing, melodic dictation, rhythmic dictation, basic chordal recognition, and computer-based ear training skills.

MUS 2040 Sight Singing and Dictation IV (1)

Prerequisite: MUS 2030

Corequisite: MUS 2020

Offered: Every spring semester

This course develops the ability of the student to sight sing melodic passages in major and minor keys with scalar variants, modulation to closely and non-related keys, and complex rhythms. The aural skills emphasized include the identification of all diatonic intervals by sight and sound, melodic dictation with modulation to related keys, four-part harmonic dictation, and recognition of seventh chords, augmented sixth chords, and secondary dominant chords. This course will focus on interval recognition, sight singing, melodic dictation, rhythmic dictation, basic chordal recognition, and computer-based ear training skills.

MUS 2050 Improvisation I (2)

Prerequisite: MUS 1010

Offered: Every fall semester

In this course, students will develop improvisational skills within the jazz idiom through transcribing, studying, and performing recorded solos and using that knowledge to create their own solos. This course requires skills in both aural recognition and performance.

MUS 2060 Improvisation II (2)

Prerequisite: MUS 2050

Offered: Every spring semester

This course is an extension of MUS 2050, focusing the student's efforts on the work of one or two specific artists. The course emphasizes the ability to emulate the style of the soloists studied.

MUS 2080 Jazz Appreciation (H) (4)

General Education: Artistic/Literary course, Humanities course

Offered: Periodically based on student need

This course emphasizes the evolution of the jazz idiom as well as the historical and sociological events contemporary with various times during that evolution. Early jazz recordings through jazz-rock fusion are studied. Intended for both music majors and students with little or no formal music background.

MUS 2090 Music Literature (2)

Prerequisites: MUS 1020, 1030, and 1150; ECM 1100 and 1120

Offered: Every fall semester

This course is designed to give students a general understanding of stylistic periods of Western art music and representative composers. Through the study of this course, the student will develop an understanding of the materials of western art music including melodic, harmonic, and rhythmic tradition; the student will develop an understanding of the basic forms of the Baroque, Classical, Romantic, and 20th Century periods, showing recognition from both score and recordings. The student will also develop facility in reading orchestral scores; the student will develop an introductory understanding of ethnomusicology, including the music of other cultures. Much outside listening is required and students are expected to pass an exit listening exam to pass the course. Music Literature is required of music and music education majors during the sophomore year.

MUS 2130 History of Church Music (2)

Offered: Periodically based on student need

This course is a study of the music of the church from the early Christian era through the present day.

MUS 2150 Piano Proficiency - Level III (1)

Prerequisite: Music or Music Education major, MUS 1160

Offered: Every fall semester

This includes sight reading, two rhythmically independent lines (three parts, two staves), harmonization of melodies with solid chords, transposition of simple melodies, scale playing, embellishments of folk tunes,

improvising chords for a given melody, and improvising melodies for given chords. Meets one hour weekly. See course description for MUS 1150 for additional requirements.

MUS 2160 Piano Proficiency - Level IV (1)

Prerequisite: Music or Music Education major, MUS 2150

Offered: Every spring semester

This includes sight reading, simple hymns, free accompaniments for melodies with I-IV-V-I, transposition of folk tunes, systematic playing of all major and minor (three forms) scales (two octaves, two hands), major and minor triads, solid and broken, improvisation of simple melodic and chordal structures, improvisation using scales and chord tones to improvise over given chord progressions as well as basic standard chord progressions. Meets one hour weekly. See course description for MUS 1150 for additional requirements..

MUS 2360 Class Voice (1)

Prerequisite: Music, Music Education, or Theatre major

Offered: Periodically based on student need

This course is a study of the basic principles of vocal production and the developing voice from young singers through adults. Students are acquainted with a variety of solo literature and work to develop acceptable tone production and diction skills.

MUS 2370 Class Strings (1)

Offered: Every fall semester

Class Strings focuses on the playing of orchestral string instruments: violin, viola, cello, and double bass. This course includes performance, pedagogy and literature for teaching at the elementary level.

MUS 2380 Class Woodwinds (1)

Offered: Fall semesters, 2018 and 2020

Class Woodwinds focuses on the playing of orchestral woodwind instruments. This course includes performance, pedagogy and literature for teaching at the elementary level.

MUS 2390 Class Brass (1)

Offered: Fall semesters, 2017 and 2019

Class Brass focuses on the playing of orchestral brass instruments. This course includes performance, pedagogy and literature for teaching at the elementary level.

MUS 2400 Class Percussion (1)

Offered: Spring semesters, 2018 and 2020

Class Percussion focuses on the playing of orchestral percussion instruments. This course includes performance, pedagogy and literature for teaching at the elementary level.

MUS 3000 Junior Recital (1)

In a junior recital, the student will study and perform a variety of faculty approved literature of at least 30 minutes specifically written for the chosen instrument representing various compositional periods and styles and in the case of voice, in English, French, Latin, Italian, or German or other languages approved by faculty. The student will perform the recital six weeks to a month before a jury of music faculty prior to the actual performance.

MUS 3010 Introduction to Counterpoint (3)

Prerequisites: MUS 1040, 1160, and 2020

Offered: Spring semesters, 2019 and 2021

This course is an analytic and compositional exploration of central aspects of both sixteenth century counterpoint and eighteenth century counterpoint. Topics covered include species counterpoint in the style of Palestrina, Lassus, and Victoria; species counterpoint and contrapuntal techniques in the inventions of J.S. Bach; two- and three-part tonal counterpoint; and analysis of soprano and bass counterpoint in the music of Haydn and Mozart.

MUS 3040 Orchestration and Form (3)

Prerequisite: MUS 2010

Offered spring semesters, 2018 and 2020

This course is a study of orchestral and band instruments with assignments in writing and scoring for individual instruments, sections and full ensembles. Form is studied both as basic principles (part-forms, rondo, fugue, variations, sonata-allegro) and in relation to motivic and interthematic unities in selected compositions.

MUS 3100 Church Music (2)

Offered: Periodically based on student need

This course is a study of the principal liturgical services; non-liturgical services; choral repertoire for adult choirs, youth choirs, children's choirs; hymns and hymn playing; anthem and solo accompaniment; cantata and oratorio preparation; choir rehearsal techniques; conducting from the organ; organ literature as related to the liturgical year; and principles of organ design.

MUS 3110 Music History I (3)

Prerequisites: MUS 2020 and 2090

Offered: Every fall semester

This course is a survey of Western music from classical Greece through early Christian chant, medieval monophony, early polyphony, Ars Nova and the Renaissance. Reading assignments are supplemented by audio and video tapes in the library. The class meets three times a week and is open to all students. Music and music education majors are expected to pass an exit exam to pass the course.

MUS 3120 Music History II (3)

Prerequisites: MUS 2020 and 2090

Offered: Every spring semester

This course is a survey of Western music from the early Baroque through eighteenth century classicism, nineteenth century romanticism and the major currents of the twentieth century. Reading assignments are supplemented by audio and videotapes in the library. The class meets three times a week and is open to all students. Music and music education majors are expected to pass an exit exam to pass the course. May be taken independently of MUS 3110.

MUS 3130 History of the Art Song (2)

Prerequisite: MUS 1020

Offered: Periodically based on student need

This course provides an opportunity for advanced study of the history and chronology of German, French, Italian and English Art Song. Emphasis is on the development of the art song from its conception to the twentieth century.

MUS 3140 Contemporary Issues in Church Music (2)

Offered: Periodically based on student need

This course deals with contemporary issues in church music such as inclusive language, contemporary vs. traditional worship, the changing face of liturgy, etc.

MUS 3210 Jazz Theory (2)

Prerequisites: MUS 2050 and 2060

Offered: Periodically based on student need

This course follows Improvisation I and II and provides a deeper examination of tonal and non-tonal applications in jazz. It is intended as a lecture course that may include transcription and performance application.

MUS 3220 Analysis and Composition in Small Form (2)

Prerequisites: MUS 2050 and 2060

Offered: Spring semesters, 2018 and 2020

This course emphasizes the recognition and implementation of style characteristics in American popular music, including jazz, R and B, blues, country and western, etc. The course material will be the instructor's choice and the course work will include transcription, composition, and arranging for various studio ensembles.

MUS 3530 Fine Arts: Traditional and Contemporary Perspectives (4)

General Education: Artistic/Literary course

Offered: Periodically based on student need and the program's rotation of courses.

This course covers special topics in music or theatre with an emphasis on developing the student's knowledge of and appreciation for selected art forms. Same as OBA 3530 and THE 3530. This course is offered online only.

MUS 3730 Conducting (3)

Concurrent requisite for music education majors: MUS 3731.

Offered: Spring semesters, 2018 and 2020

This course covers techniques of conducting both with and without the baton, work with instrumental and choral ensembles, requirements of school, community, church; score reading, transposition and orchestration for middle/high school choral, band, and orchestral programs; rehearsal procedures,

fundamentals of choral and orchestral interpretation, program building and opportunities to conduct various college ensembles as well as middle and high school ensembles. Videotaping is used for evaluation.

MUS 3731 Field Component for Conducting (1)

Concurrent requisite: MUS 3730

Offered: Spring semesters, 2018 and 2020

This course is required for all students seeking teacher licensure in music education. Early fieldwork is a series of involved experiences sequentially planned to allow developmental opportunities for prospective teachers in actual classroom situations. Students are responsible for arranging their own transportation for assignments.

MUS 3740 Church Music Administration, Repertoire and Methods (3)

Offered: Periodically based on student need

This course will include developing the church music program, recruitment, developing the music library, staff relations, job descriptions, choosing and purchasing instruments, designing worship services, fund raising, working with extra musical events, tours, etc. The musical resources required for children's youth and adult vocal choirs, hand bell choirs, keyboard, and instrumental ensembles will be explored as well as methods for teaching this material.

MUS 3741 Field Component in Church Music Administration, Repertoire and Methods (1)

Offered: Periodically based on student need

The student will work with one area of a church observing and assisting with choir and instrumental rehearsals (adult and children).

MUS 3760 Pedagogy of Music (K-6) (3)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MUS 3761

Offered: Every fall semester

This course deals with music in relation to the diverse needs of children; study of the child voice; creative expression, discriminating listening, rhythmic activity, dramatic play; reading readiness leading to sight-singing; and correlation with other curricular plans. Classroom management and consultation skills are also examined. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MUS 3761 Field Component for Pedagogy of Music (K-6) (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MUS 3760

Offered: Every fall semester

Required for all students seeking teacher licensure in music. For course description, see MUS 3731. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MUS 3780 Pedagogy of Music (6-12) (3)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MUS 3781

Offered: Spring semesters, 2019 and 2021

This course focuses on materials and methods for teaching music in middle grades/secondary settings and addresses the adolescent voice and its care; testing and classification of voices; organization of choruses, glee clubs, bands, instrumental classes; appreciation and general music classes; materials for teaching the music of other cultures; arranging, editing, and improvising choral and instrumental music in a variety of styles for middle and high school settings; composing through the use of electronic techniques (MIDI); working with special learners; public performances and the school assembly. Lesson design, classroom management, professional organizations and current trends in teaching middle grades/secondary classrooms are also examined. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MUS 3781 Field Component for Pedagogy of Music (6-12) (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: MUS 3780

Offered: Spring semesters, 2019 and 2021

This course is required for all students seeking teacher licensure. For course description, see MUS 3780. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MUS 3800 Internship (1-8)

Prerequisites: Junior standing; at least 12 semester hours completed at Greensboro College prior to

enrolling in the internship; completion of internship contract with the Director of Career and Personal Development, including required permissions

Offered: Every semester as needed

This course offers students the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in music. Music internships may be tailored to students' needs and interests; for example, students pursuing music education majors are required to take an internship in sound and lighting in which they will develop proficiencies in sound and lighting technologies and in utilizing stage equipment for concerts and musical performances. Students pursuing a certificate in church music are required to take an internship in a church setting and work with various ensembles and attend appropriate church meetings. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled [Internships 3800](#).

MUS 4000 Senior Recital (1)

In a senior recital, the student will study and perform a variety of faculty approved literature of at least 50 minutes specifically written for the chosen instrument representing various compositional periods and styles and in the case of voice, in English, French, Latin, Italian, or German or other languages approved by faculty. The student will perform the recital six weeks to a month before a jury of music faculty prior to the actual performance.

MUS 4030 Advanced Conducting (2)

Prerequisite: MUS 3730

Offered: Fall semesters, 2017 and 2019

This course requires advanced score reading which includes conducting of works in larger forms, examination of conducting techniques in relation to content and style, and use of the symphonic repertory and choral-instrumental repertory.

MUS 4350 Voice Pedagogy (2)

Offered: Periodically based on student need

This course deals principally with the study and teaching of the fundamentals of voice production and materials and its presentation to groups. This course is designed to lay a foundation of knowledge and vocabulary related to the teaching of singing so there is understanding of the workings of the voice as an instrument. The student should learn the various approaches to the teaching of singing and be able to offer beginning level voice instruction.

MUS 4500 Special Topics in Music Theory/Music History/Performance Practice/American Music (3)

Prerequisites: MUS 2020 and MUS 3120

Offered: Periodically based on student need

Offered in rotation, these three hour courses offer advanced study in topics not covered in survey courses. The subject matter will be determined by the faculty and will be announced during the preceding registration period.

MUS 4550 Interdisciplinary Special Topics in Music (4)

Prerequisite: Sophomore status or above

Offered: Periodically based on student need

This is an interdisciplinary course to be integrated with special topics courses in other disciplines, and team-taught with faculty from the other discipline. It is open to non-music majors. May be repeated for credit.

MUS 4731 Field Component for Instrumental Teaching Methods (1)

Prerequisite: Music education major

Co-requisite: MUS 4737

Offered: Fall semesters, 2018 and 2020

This course includes contact hours in a school setting. It is required for students seeking teacher licensure in instrumental music the semester before student teaching only if the student has completed all other field component requirements. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course. Fieldwork in an instrumental music setting in middle or high school band, orchestra, or other instrumental music class in a public school allows students to observe and evaluate practical instrumental teaching methods, literature, classroom management, and various solutions to common problems experienced in the classroom.

MUS 4737 Instrumental Teaching Methods (3)

Prerequisite: Admission to Teacher Education Program

Offered: Fall semesters, 2018 and 2020

This course includes the theory and practice of instrumental teaching, lectures and reference work, and

examination of criticism of teaching material.

MUS 4738 Choral Methods/Conducting (3)

Prerequisite: Admission to Teacher Education Program

Offered: Fall semesters, 2018 and 2020

This course includes the theory and practice of choral teaching and provides philosophies, techniques and tools which can be implemented in building a successful choral program in middle or high school. Students continue a more advanced study of choral conducting techniques, vocal production as related to choral singing of children from elementary through the senior high age, the cambiata voice, and choral repertory and rehearsal procedures related to middle and high school choral groups. Required of Music Education majors (choral).

MUS 4741 Field Component for Choral Methods/Conducting (1)

Prerequisite: Music education major

Co-requisite: MUS 4738

Offered: Fall semesters, 2018 and 2020

This course includes contact hours in a school setting. It is required for students seeking teacher licensure in choral music the semester before student teaching only if the student has completed all other field component requirements. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course. Fieldwork in a choral music setting in middle or high school choirs allow students to observe and evaluate practical choral teaching methods, literature, classroom management, and various solutions to common problems experienced in the classroom.

Applied Music

The general aim of instruction in applied music is development in all phases of technique, style, musicianship, interpretation and repertoire. Credit for applied study is given on the following basis:

One, half-hour lesson per week for non-music majors receives one credit hour. One, one-hour lesson per week in secondary instruments taken by music majors receives one credit hour. Music and music education majors are required to take two-hour credit in the principal instrument (one-hour lesson or two half-hour lessons weekly) for a grade, and are evaluated for proficiency levels by the joint music faculty at the end of each semester. Music and music education majors are also required to attend and perform in weekly repertoire classes as part of their applied study.

Applied lessons are open to all students and are offered every semester. For music majors, there are eight proficiency levels for each instrument, progressing from freshman level to sophomore, junior, and senior levels, with two semesters in each level. Students must earn a grade of D or higher in each lesson level before enrolling in the next lesson level. Students progress from freshman level, first semester through senior level, second semester for a total of eight semesters.

Private lessons are offered for the following instruments, every semester and/or based on student need :

MIDI	MUS 1230, 1240 (1-2)
Studio Keyboard and Production	MUS 2230, 2240, 3230, 3240, 4230, 4240 (1-2)
Baritone	MUS 1250, 1260, 2250, 2260, 3250, 3260, 4250, 4260 (1-2)
Tuba	MUS 1270, 1280, 2270, 2280, 3270, 3280, 4270, 4280 (1-2)
Trombone	MUS 1310, 1320, 2310, 2320, 3310, 3320, 4310, 4320 (1-2)
Horn	MUS 1330, 1340, 2330, 2340, 3330, 3340, 4330, 4340 (1-2)
Piano	MUS 1410, 1420, 2410, 2420, 3410, 3420, 4410, 4420 (1-2)
Organ	MUS 1430, 1440, 2430, 2440, 3430, 3440, 4430, 4440 (1-2)
Jazz Piano	MUS 1450, 1460, 2450, 2460, 3450, 3460, 4450, 4460 (1-2)
Voice	MUS 1510, 1520, 2510, 2520, 3510, 3520, 4510, 4520 (1-2)

Violin	MUS 1610, 1620, 2610, 2620, 3610, 3620, 4610, 4620 (1-2)
Viola	MUS 1630, 1640, 2630, 2640, 3630, 3640, 4630, 4640 (1-2)
Cello	MUS 1650, 1660, 2650, 2660, 3650, 3660, 4650, 4660 (1-2)
Double Bass	MUS 1670, 1680, 2670, 2680, 3670, 3680, 4670, 4680 (1-2)
Trumpet	MUS 1710, 1720, 2710, 2720, 3710, 3720, 4710, 4720 (1-2)
Flute	MUS 1810, 1820, 2810, 2820, 3810, 3820, 4810, 4820 (1-2)
Clarinet	MUS 1830, 1840, 2830, 2840, 3830, 3840, 4830, 4840 (1-2)
Saxophone	MUS 1850, 1860, 2850, 2860, 3850, 3860, 4850, 4860 (1-2)
Oboe/Bassoon	MUS 1870, 1880, 2870, 2880, 3870, 3880, 4870, 4880 (1-2)
Guitar	MUS 1910, 1920, 2910, 2920, 3910, 3920, 4910, 4920 (1-2)
Percussion	MUS 1950, 1960, 2950, 2960, 3950, 3960, 4950, 4960 (1-2)
Drum Set	MUS 1970, 1980, 2970, 2980, 3970, 3980, 4970, 4980 (1-2)

Preparatory/introductory applied music lessons are offered for the following instruments, including voice, for non-majors or for students who wish to become music majors or minors but are not yet ready to fulfill the standards set for each level of study. The course may be repeated twice for credit for each individual instrument; a limit of four of these courses may be counted toward the graduation requirement of 124 hours.

MIDI	MUS 0230 (1)
Baritone	MUS 0250 (1)
Tuba	MUS 0270 (1)
Trombone	MUS 0310 (1)
Horn	MUS 0330 (1)
Piano	MUS 0410 (1)
Organ	MUS 0430 (1)
Jazz Piano	MUS 0450 (1)
Voice	MUS 0510 (1)
Violin	MUS 0610 (1)
Viola	MUS 0630 (1)
Cello	MUS 0650 (1)
Double Bass	MUS 0670 (1)
Trumpet	MUS 0710 (1)
Flute	MUS 0810 (1)
Clarinet	MUS 0830 (1)
Saxophone	MUS 0850 (1)
Oboe/Bassoon	MUS 0870 (1)
Guitar	MUS 0910 (1)
Percussion	MUS 0950 (1)
Drum Set	MUS 0970 (1)

PHYSICAL EDUCATION (PHE)

School of Sciences and Mathematics

PHE 2001 Recreational Dance and Developmental Gymnastics (1)

Offered: Every fall semester

This course provides candidates the knowledge, skills, and understanding of recreational dance and developmental gymnastics taught in public school physical education programs. Learning experiences include acquiring and analyzing skills and movement patterns, instructing and evaluation methods. This course requires students to demonstrate competent movement performance.

PHE 2002 Individual/Dual Sports (1)

Offered: Every fall semester

This course provides candidates the knowledge, skills, and understanding of selected individual and dual sports taught in public school physical education programs. Learning experiences include acquiring and analyzing skills, instructing and evaluation methods. This course requires students to demonstrate competent movement performance.

PHE 2003 Team Sports (1)

Offered: Every spring semester

This course provides candidates the knowledge, skills, and understanding of selected team sports and games taught in public school physical education programs. Learning experiences include acquiring and analyzing skills, instructing and evaluation methods. This course requires students to demonstrate competent movement performance.

PHE 2004 Recreational Sports and Activities (1)

Offered: Every spring semester

This course provides candidates the knowledge, skills, and understanding of selected recreational sports and activities taught in public school physical education programs. Learning experiences include acquiring and analyzing skills, instructing and evaluation methods. This course requires students to demonstrate competent movement performance.

PHE 2005 Teaching and Assessing Physical Activity and Fitness (1)

Offered: Every spring semester

This course is designed to prepare future health/physical education teachers, classroom teachers, recreation leaders, and interested health and fitness professionals to instruct quality physical activity classes and measure children's fitness levels. This course requires students to actively participate, practice teaching, and observe and provide feedback to peers.

PHE 3710 Pedagogy of Physical Education (P-6) (4)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: PHE 3711

Offered: Every spring semester

This pedagogy course, designed for the physical education major, prepares candidates to teach preschool and elementary physical education for populations with and without disabilities. This course emphasizes planning, implementing, and evaluating a movement-based curricular model of instruction. Required for teacher licensure. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

PHE 3711 Field Component for Pedagogy of Physical Education (P-6) (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: PHE 3710

Offered: Every spring semester

Field component provides opportunities for developing and refining elementary physical education content with pedagogical processes. Includes working with disabled and non-disabled students. Emphasis is on demonstrating competence in lesson planning, integrating academic subject content, establishing a least restrictive learning environment, and reflective practices. The experience requires a minimum number of hours of engagement in a public school setting. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

PHE 3730 Pedagogy of Physical Education (6-12) (4)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: PHE 3731

Offered: Every fall semester

This pedagogy course, designed for the physical education major, prepares candidates to teach middle and high school physical education for populations with and without disabilities. Emphasis is on planning, implementing, and evaluating curricular models of instruction, as well as effective teaching strategies and styles. Required for teacher licensure. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

PHE 3731 Field Component for Pedagogy of Physical Education (6-12) (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: PHE 3730

Offered: Every fall semester

Field component provides opportunities for developing and refining middle and high school physical education movement content with pedagogical processes. Includes working with disabled and non-disabled students. Emphasis is on demonstrating competence in lesson planning, establishing a least restrictive learning environment, improving instruction systematically, and reflective practices. The experience requires a minimum number of hours of engagement in a public school setting. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

PHE 3770 Pedagogy of Physical Education and Health for the Classroom Teacher (3)

Concurrent requisite: PHE 3771

Offered: Every fall semester

This course, designed for elementary education majors, focuses on developing the knowledge and skills to effectively teach health and physical education to children in grades K-5. This course presents best practices and laws that impact and promote children's health and wellbeing. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

PHE 3771 Field Component for Pedagogy of Physical Education and Health for the Classroom Teacher (1)

Concurrent requisite: PHE 3770

Offered: Every fall semester

This field component involves participation, observation, and teaching in a movement setting in grades K-5. Emphasis is on developing and refining health and physical education content with pedagogical processes. The experience requires a minimum number of hours of engagement in a public school setting. This course also requires candidates to obtain CPR/AED certification. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

PHYSICS (PHY)

School of Sciences and Mathematics

PHY 1100 General Physics I and Laboratory (4)

Prerequisite: MAT 1050 is recommended

Offered: Every fall semester

This course is an introduction to physics. It covers kinematics, dynamics, statics, conservation of momentum and energy, rotation, gravity, elasticity and vibration, and standing waves.

PHY 1200 General Physics II and Laboratory (4)

Prerequisites: PHY 1100 and MAT 1050 are recommended

Offered: Every spring semester

This course is a continuation of PHY 1100. It covers fluids, temperature, heat, gases, wave motion, inference, thermodynamics, electricity, electromagnetism, electromagnetic radiation, optics and radioactivity.

PIEDMONT ALTERNATIVE LICENSURE (PAL)

School of Social Sciences and Education

PAL 3000 Individuals the Low-Incidence Disabilities (3)

Prerequisite: Admission to the SPED-Adapted PAL program

Offered: Every summer

This is an introductory course providing an overview of the conditions that result in individuals living with lifelong severe and profound disabilities. Candidates will study laws, policies, and procedures related to implementation of special programs including LRE, continuum of placement, conclusive settings, and intensity of services. Emphasis will be placed on the referral process of including implementation and procedures for assessing and referring individuals with disabilities to appropriate services. This course will focus on collaboration with families, educators and other professionals to promote effective partnerships. Code of ethics, confidentiality, and standards for professional practice for special educators will be discussed. Candidates will practice creating environments in which equity, fairness, and diversity are modeled, taught and practiced.

PAL 3100 Educational Assessment and Behavioral Interventions for Students with Low-Incidence Disabilities (3)

Prerequisite: Admission to the SPED-Adapted PAL program

Offered: Every summer

This course is dually designed to provide candidates with the skills needed to evaluate student progress using a variety of alternate assessment procedures and to provide an introduction to positive behavior supports for students with low incidence disabilities. Candidates will use a variety of formal and informal assessments to evaluate and document behaviors in the following domains: sensory, physical, cognitive, social, functional, and behavioral. Knowledge of social skills, problem solving, self-determination, and self-monitoring programs will be studied. Candidates will be introduced to research-based strategies for dealing with challenging behaviors of students with low incidence disabilities.

PAL 3200 Medical and Health Management of Students with Low-Incidence Disabilities (3)

Prerequisite: Admission to the SPED-Adapted PAL program

Offered: Every summer

This course will explore the medical and health concerns of individuals with severe and profound disabilities. Emphasis will be placed on the knowledge, skills, and health maintenance practices required in the school setting. Candidates will demonstrate how to incorporate these practices into IEP objectives and naturally occurring routines. Relates services (OT, PT, Speech, and Counseling), OSHA guidelines, and service deliveries will be discussed. Candidates will become familiar with and use a variety of formal and informal assessments to evaluate and document behaviors in the following domains: sensory, physical, cognitive, social, functional, and behavioral. They will demonstrate the use of a variety of sources to gather information related to educational needs of students and identify adapted positioning techniques and assistive technology used to optimize student participation in learning activities. Appropriate layout of a physical environment for students with medical and health needs will be discussed. Professionals from the medical and health community will be invited to share their knowledge and experience. Candidates will complete CPR certification.

PAL 3300 Assistive Technology in Special Education (3)

Prerequisite: Admission to the SPED-Adapted PAL program

Offered: Every summer

Candidates will identify and explain the use of educational and assistive technology to support the learning and life needs of individuals with severe and profound disabilities. Candidates will explore the use of augmentative communication systems to increase learning success, make appropriate adaptations and use assistive technology assessments and analyze and structure learning environments to enhance student participation in a variety of settings.

PAL 3400 Transitions, Life Skills and Career Options (3)

Prerequisite: Admission to the SPED-Adapted PAL program

Offered: Every summer

This course will explore issues related to the transitions from school to adult life for individuals with severe and profound disabilities. Candidates will participate in planning for effective transitions at each school level as well as those from school to adult community life. Problem-solving and self-determination skills necessary for life skills and career preparation will be discussed along with positive behavioral support techniques that will enhance student participation in a variety of community-based environments. Identification of appropriate community resources necessary for a successful student transition from school to community will be emphasized, including those assisting with post-school leisure, residential, and employment opportunities. Procedures involved in facilitating person-centered planning which build on student strengths and preferences will be discussed. Skills necessary for successful collaboration with mental health and medical professionals, employers, and other community resources necessary to coordinate services for students will also be explored.

PAL 4000 The Institution of School (3)

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program

Offered: Every summer

This course is intended to focus on the institution of school as reflected in the wider society. It is designed to foster analysis of the explicit and covert lessons learned at school; to assess the effects of gender, class, race, and ethnicity; to examine the governance, financing, laws, and organization of schools; and to reflect upon the multiple social and ethical challenges faced by those who choose to teach. Focusing upon the candidates' licensure area (Middle Grades, Secondary, or K-12), candidates will reflect on classroom events, school board meetings, and discussions with classroom teachers and administrators. Using the literature of the candidates' licensure areas (Middle Grades, Secondary, or K-12), candidates will formulate a vision or philosophy of education based on the readings and experiences in this course.

PAL 4100 The Nature of the Learner (3)

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program

Offered: Every summer

This experience is designed to address the areas of human learning and development. The principles involved in the process of learning and teaching will be explored. Cognitive and Psychosocial Development will be analyzed as they are applied to understanding Behavioral Learning Theory, Cognitive Learning Theory and Developmental Learning Theory. Topics will include intelligence, motivation, individual differences, the emotional influences on learning, teacher expectation, reinforcement, and the evaluation of learning.

PAL 4200 Classroom Management and Instruction (3)

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program

Offered: Every summer

This experience focuses on the practical application of theory to classroom and instructional realities.

Curriculum, instructional planning and related classroom issues will be analyzed with the intention of improving student performance and classroom management. Lesson planning, classroom organizational patterns, curriculum designs, learning styles, standard course of study, and discipline frameworks will be studied to understand their roles in establishing productive classroom communities and creating learning environments within which all students prosper.

PAL 4300 Teaching Students with Special Needs in the Regular Classroom (3)

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program

Offered: Every summer

This course is designed to introduce teachers to the broad range of special needs students who may be included in the regular classroom. Characteristics of exceptional students will be identified, learning needs of these students will be discussed, instructional modifications will be analyzed, behavioral expectations of special needs students will be addressed, and the social challenges these students face will be examined. Academic, behavioral, and affective strategies for working effectively with special needs students and their families will be presented. The referral process, IEPs, working with educational specialists, and legal issues will also be addressed.

PAL 4400 Literacy in the Content Area (3)

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program

Offered: Every fall semester

This course is designed to study the role literacy plays in the learning process especially as it related to competence in reading, writing, and learning in any specific content area. Literacy learning is presented as a language-learning process that is best acquired through functional, purposeful use of print. Literacy theory will be analyzed and the practices will be examined. Teachers will reflect upon how literacy is connected to the content area and what literacy knowledge a student needs in order to be successful in a given content area. Prerequisite: Acceptance into the Piedmont Alternative Licensure Program.

PAL 4440 Literacy Project (1)

Prerequisite: PAL 4400

Offered: Every summer

This course is designed to provide an opportunity for PAL candidates to complete electronic artifact assignments related to school improvement and impact on student learning that cannot be completed during the summer program.

PAL 4500 Infant and Toddler Development, Planning and Methods (3)

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program

Offered: Every summer

This course presents development strategies for teachers serving both infants and toddlers with and without disabilities. Students will explore and evaluate curriculum and methodology planned for infants and toddlers. Topics addressed include the following: developmentally appropriate practices for infants and toddlers; methods of facilitating development across domains including social/emotional, cognitive, language and motor development including sensory integration; social interaction among and between peers and caregivers; child-, parent-, and teacher-initiated activities; observation and assessment instruments and data analysis; planning and creating the physical setting/environment both indoors and outdoors to support development across domains with an emphasis on promoting sensory and physical development and activity, and selection and use of developmentally appropriate toys and materials as well as equipment to adapt activities to allow participation of young children with disabilities. Study includes family centered practices, Part C agencies, development of Individual Family Service Plans, implementation of early intervention goals, planning for transition and inclusion.

PAL 4600 Social and Emotional Development and Guidance of Behavior in Young Children (3)

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program

Offered: Every summer

Within a multicultural context, this course introduces practical principles for developmentally appropriate guidance of young children. Topics include child development theory and Developmentally Appropriate Practices as related to social and emotional development in young children (birth through age eight). Emphasis is placed on strategies to promote the development of self-esteem and cultural awareness and effective communication skills in young children. Students will examine both direct and indirect guidance techniques and strategies appropriate for early childhood classroom management. Upon completion students should be able to demonstrate strategies which encourage positive social interactions between children and children and adults; promote conflict resolution; and promote the development of self-control, self-motivation, and self-esteem in young children.

PAL 4700 Language and Literacy Development in Young Children (3)

Offered: Every summer

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program

This course provides a framework for understanding the development of language and literacy in young children from diverse cultural backgrounds. Emerging literacy is regarded as a multidimensional process involving listening, speaking, reading, and writing with cognitive, linguistic, social, and psychological aspects. This course is designed to help birth through kindergarten teacher candidates build on what children bring to the process of emerging literacy. The role of developmental and environmental literacy assessment is reviewed. Students will focus on family literacy across cultures and strategies to enhance developmentally appropriate language and literacy activities. This course involves active implementation of developmentally appropriate strategies to promote literacy development in young children including the selection and integration of children's books and media in the early childhood curriculum.

PAL 4800 Serving Young Children with Disabilities (3)

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program

Offered: Every summer

This course introduces birth through kindergarten licensure candidates to the fundamental topics necessary when serving both "at risk" populations and young children with disabilities. A primary focus will be placed specifically on inclusion of children aged three to five with their typically developing peers in developmentally appropriate and "least restrictive" environments. An introductory investigation of a variety of special populations including young children with mental retardation, learning disabilities, behavioral/emotional disabilities, communication disorders, deafness or hearing impairment, blindness or vision impairment, orthopedic needs, sensory integration dysfunction and other health impairments, will be provided. Throughout this investigation candidates will be introduced to basic classroom modifications and adaptations useful in supporting the growth and development of *all* young children. Behavior management strategies to address common behavioral challenges presented by children from a variety of diverse backgrounds and abilities will also be addressed. Topics include: historic legislation policy; community resources and family supports, developmentally appropriate classroom practices and inclusion; Family-centered development of Individualized Education Plans; partnerships with families from diverse backgrounds and transitions to school-age settings.

PAL 4900 Technology and Assessment in Early Childhood (3)

Offered: Every summer

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program

This course introduces teacher candidates in the birth through kindergarten licensure program to a variety of technological strategies to support teaching in developmentally appropriate early childhood settings. Candidates will review issues surrounding the use of these tools while creating and practicing the use of these various formats. Topics include the examination of various strategies to support communication using both web-based as well as non web-based formats with families from diverse backgrounds; the use of digital formats in documentation of child development and learning; creating digitally supported "authentic" assessment; and finally, the appropriate use of technology with young children.

PAL 4935 Clinical Practicum Seminar (2)

Prerequisite: Admission to Clinical Practicum

Concurrent requisite: PAL 4980

Offered: Every spring semester

This two-hour seminar will be requisite with the clinical practicum teaching experience, giving candidates the opportunity to revisit, discuss, and reflect upon information while experiencing the realities of classroom teaching, with an emphasis on classroom management. Candidates hired as lead teachers completing the practicum will take this course.

PAL 4970 History and Organization of Middle Grades Education (2)

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program; Admission to Teacher Education Program

Offered: Every spring semester

This course provides middle grades licensure candidates with an in-depth understanding of the history, rationale, and design of middle level schools in the United States. An examination of organizational patterns, adolescent growth and development, program components such as advisor-advisee, block scheduling, and team organization are included. Same as MGE 4970.

PAL 4980 Clinical Practicum (2)

Prerequisite: Acceptance into the Piedmont Alternative Licensure Program; Admission to Student Teaching/Clinical Practicum Program

Offered: Every spring semester

Clinical Practicum is the capstone clinical experience for licensure only candidates employed as classroom teachers. Candidates will complete the clinical practicum experience with skills, dispositions, and knowledge needed to be successful reflective practitioners who value diversity, engage in professional development and utilize appropriate practices. The LEA/IHE Certification of Teaching Capacity is the final summation of candidates' skills, dispositions, knowledge, and abilities to teach and communicate with all populations and to incorporate reflective practice. In addition, the candidate will submit summative and formative evaluation criteria and documentation from the principal. This course is required for all licensure only candidates seeking student teaching equivalency. Accreditation evidence relative to the design and implementation of effective instruction and impact on student learning will be completed during this experience.

POLITICAL SCIENCE (POL)

School of Social Sciences and Education

POL 1100 Introduction to American Government (4)

General Education: Societies and Structures course

Offered: Every semester

This course introduces students to the fundamental questions of governance and politics in the United States. It includes an examination of the historical foundations, institutions, and political behavior at the national, state, and local levels of government. Students gain insight into how societies are systematically studied and how public policies are determined through the democratic processes.

POL 2110 International Relations (4)

General Education: Societies and Structures course

Offered: Every fall semester

This course explores the theories of mutual relations of states, elements of national power, and the conduct of international relations in the post-World War II period.

POL 2115 Western Political Thought (4)

Prerequisite: Sophomore standing

Offered: Fall semesters, 2018 and 2020

This course focuses on the earliest political thought to the era of the Reformation; from Ancient Greece to Western Europe as it brings the transition to the Modern Era. This course focuses on the origins of political theories in their historical context and the practices that are critiqued, influenced, or developed as a result of the theories discussed. The class combines lecture with discussion, class activities, and group work relating to secondary and primary source material. Same as HIS 2115. HIS/POL 2115 or HIS/POL 3310 fulfill the history and political science and the political science major requirements.

POL 2120 Comparative Government (4)

Offered every spring semester

This course is an introduction to the theory and practice of modern governments in Europe (England, France, Germany, and Italy).

POL 2210 Judicial Process (4)

Offered: Spring semesters, 2019 and 2021

This course examines the structure and functions of judicial systems in the United States. It emphasizes the interrelated nature of national and state and local legal systems while underscoring the role of judges in the policy making process. Same as LGA 2210.

POL 3230 Political Behavior, Parties, and Elections (4)

Offered: Spring semesters, 2018 and 2020

This course studies the theory and practice of individual and group behavior in a representative democracy. Special emphasis is placed upon the methods of quantitative behavioral analysis.

POL 3240 The American Presidency and Congress (4)

Offered: Spring semesters, 2018 and 2020

This course studies two of the major political institutions of the U.S. national government: Congress and the Presidency. Consideration will be given to the sources of governmental power, the interrelatedness of these branches, and the ways in which they respond to societal changes.

POL 3250 Public and Non-profit Administration (4)

Offered: Periodically based upon student need

This course examines the theories and practices of public administrative agencies. In addition, students will be introduced to the basic management tools of public administration and concepts of non-profit administration. Cross-listed with BUS 3250.

POL 3310 Western Political Thought II (4)

Prerequisite: HIS 1160

Offered: Spring semesters, 2019 and 2021

This course focuses on Western political thought from the mid-16th century to the late 20th century; from the formation of the modern nation-state in Europe to the post-War and Cold War world. This course focuses on the dominant political theories in their historical context and the practices that are critiqued, influenced, or developed as a result of the theories discussed. This is a readings-based course including both primary and secondary source analysis. Same as HIS 3310. HIS/POL 3310 or HIS/POL 2115 fulfill the HIS/POL and the POL major requirements.

POL 3340 American Foreign Relations (4)

Prerequisites: One of HIS 1160, HIS 1240, or POL 2110

Offered: Spring semesters, 2019 and 2021

This seminar-style course traces the evolution of American foreign relations from 1945 to the present. It examines the factors shaping the formation and implementation of American foreign policy, analyzes and evaluates its effects at home and abroad, and views the first-hand experience of American soldiers in carrying out that foreign policy. This course meets requirements for the HIS/POL major. Same as HIS 3340.

POL 3360 Nations and Nationalism (4)

Prerequisites: HIS 1150 or HIS 1160 or HIS 1210 or HIS 1220 or HIS 1230 or HIS 1240

Offered: Spring semesters, 2018 and 2020

This course focuses on the formation of the modern nation-state in the West from the 16th century to the modern era, the emergence of nationalism(s), and various forms of national identity; a subject to be understood as an ever-changing concept relevant to the historical context and the ideological forces surrounding the role and purpose of the nation-state. Primary and secondary sources will be utilized in this course. Same as HIS 3360.

POL 3410 International Law and Organizations (4)

Offered: Fall semesters, 2017 and 2019

This course examines the theories and development of international law up to the present, the role of international law, coalitions, alliances and economic communities and resort to force.

POL 3420 Politics of Developing Nations (4)

Offered: Fall semesters, 2018 and 2020

This course studies the political structures and administrative practices of selected countries in Latin America, Asia and Africa. An analysis of particular cultural, social and economic variables peculiar to those nations will also be emphasized.

POL 4200 Constitutional Law (4)

Prerequisite: POL 1100 or LGA/POL 2210

Offered: Every spring semester

This is a study of the development of federal constitutional law. Each amendment to the Constitution will be studied independently while lecture emphasis will deal with a survey of the development of the Supreme Court Decisions affecting each amendment. Special emphasis will be given to the Fourteenth Amendment and the incorporation theory of the Bill of Rights. Same as LGA 4200.

POL 4500 Special Topics in American Politics (4)

Prerequisite: Junior standing or above

Offered: Periodically based on student need

This course provides an opportunity for advanced study of topics of current interest in American politics. It may be repeated once for credit.

POL 4510 Special Topics in International Relations or Comparative Government (4)

Prerequisite: Junior standing or above

Offered: Every spring semester

This course provides an opportunity for advanced study of topics of current interest in international relations or comparative government. It may be repeated once for credit.

POL 4900 Senior Seminar (4)

Prerequisite: Political Science or History and Political Science major; senior standing

Offered: Every fall semester

This seminar is a capstone experience for political science or history/political science majors. Students will demonstrate the ability to analyze public policy issues and understand the interaction between process, political institutions and policy outcomes. Students must demonstrate factual knowledge on major field test.

PSYCHOLOGY (PSY)

School of Social Sciences and Education

PSY 1100 General Psychology (4)

General Education: Societies and Structures course

Offered: Every semester

This course offers a basic survey of the field of scientific psychology. Topics covered may include learning and memory, motivation, emotion, biological bases of behavior, development, personality, abnormal behavior and social psychology.

PSY 2100 Child and Adolescent Development (4)

Prerequisite: ECM 1120; PSY 1100 recommended

Offered: Every spring semester

This course explores the development of children from conception through adolescence. We will focus primarily on cognitive, social, and emotional development, with discussion of physical changes as they relate to these psychological domains. The course emphasizes interrelations among cognitive development, conceptions of self, and social interactions from preschool age through high school. We seek to understand the developing person as an active participant in the world whose individual life path includes biological, familial, social, and cultural differences.

PSY 2250 Death and Dying (4)

Prerequisite: PSY 1100

Offered: Spring semesters, 2019 and 2021

The course will examine the developmental stages of death and dying from a biopsychosocial perspective. Topics covered may include: changing attitudes toward death, culture and socialization of death, death systems, health care, end of life issues, caring for the dying, bereavement, suicide, death across the lifespan, and death rites.

PSY 2400 Abnormal Psychology (4)

Offered : Every fall semester

This course covers the origins, symptoms and methods of treatment of abnormal behavior. Special emphasis is placed upon causes, patterns of maladaptive behavior and modern methods of assessment, treatment and prevention. Prerequisite: PSY 1100. Offered every fall semester.

PSY 2510 Health Psychology (4)

Prerequisite: PSY 1100

Offered: Spring semesters, 2018 and 2020

Health psychologists examine the complex (psychological, biological, environmental, and cultural) factors that contribute to health and disease prevention. This course will apply a scientific and research perspective to the study of health-promoting and health-damaging behaviors. Using the biopsychosocial model, behavioral patterns that result in cardiovascular disease, cancer, alcoholism, sexually-transmitted diseases, and other conditions will be explored. Course content will focus on stress and the immune system, stress management techniques, the health care system, risk taking, diversity issues, social support and the role of the patient.

PSY 2609 Human Sexuality (4)

Prerequisite: PSY 1100, 2100, or 2209; BIO 1100 recommended

Offered: Spring semesters, 2018 and 2020

This course presents an analysis of the psychological, physiological, and sociocultural aspects of human sexual behavior and attitudes. Topics to be covered include sex research methodology, sexual anatomy and functioning, sexual attraction and communication, sexual orientation, sexual variations and dysfunctions, and commercial sex.

PSY 3200 Educational Psychology (4)

Prerequisite: ECM 1120 and junior standing. Recommended for teacher licensure candidates: prerequisite or corequisite fieldwork in Education.

Offered: Every semester

This course provides an introduction to psychological theory and research that pertains to teaching and learning, particularly at the kindergarten through 12th grade level. Human development and individual differences, learning, cognition, motivation, classroom management, planning and instruction, and assessment will be discussed. Emphasis throughout the course will be upon applying psychological research and theory to become more effective teachers and learners.

PSY 3260 Counseling Theories (4)

Prerequisite: PSY 1100 and ECM 1120; PSY2400 recommended

Offered: Fall semesters, 2017 and 2019

Today's counseling and psychotherapy-related careers require practitioners to grasp and respond to a continually-changing environment. Students will be introduced to this field through a variety of theoretical models/perspectives, practice settings, and client problems, carefully taking into consideration cross-cultural differences. Through role-plays, reflections, and other assignments, students will be challenged to develop a mental model that helps them to compare and contrast key features of each theory and to understand the settings and client circumstances in which each best applies.

PSY 3300 Sensation and Perception (4)

Prerequisite: PSY 1100; BIO 1100 recommended

Offered: Spring semesters, 2018 and 2020

This course will examine the structures and processes involved in sensation and perception. Visual and auditory sensory experience and perception will be emphasized as they relate to various behaviors.

PSY 3350 Physiological Psychology (4)

Prerequisite: PSY 1100; BIO 1100 recommended

Offered: Fall semesters, 2017 and 2019

This course is designed to provide an in-depth examination of the biological foundation of behavior. The structure and function of the brain and nervous system will be emphasized as they relate to various behaviors, including perception, arousal, motivation, memory and learning.

PSY 3450 Drugs and Behavior (4)

Prerequisite: PSY 1100; PSY 3350 recommended

Offered: Fall semesters, 2019 and 2021

This course is designed to provide an introduction to the principles of action and the behavioral effects of various psychoactive drugs. Physiological, psychological and societal effects will be considered. Patterns and causes of the use and abuse of psychoactive substances will also be examined.

PSY 3500 Special Topics (4)

Prerequisite: PSY 1100, or permission of the instructor

Offered: Periodically based on student need

This course presents special topics in psychology. May be repeated a maximum of two times for credit toward the major.

PSY 4100 Learning, Memory and Cognition (4)

Prerequisites: PSY 1100; SSC 3600 recommended

Offered: Fall semesters, 2018 and 2020

This course covers research and theory related to learning, memory, and cognition. A primary focus will be to explore how we can apply behavioral and cognitive research and theories to our personal, academic, and professional lives. Topics include, but are not limited to: the neuroscience of learning and cognition, classical and operant conditioning, observational learning, behavior modification, various types of memory, theories of memory, language learning, problem solving, reasoning, and decision-making.

PSY 4150 Human Factors Psychology (4)

Prerequisites: PSY 3300 or PSY 4100; SSC 3600 recommended

Offered: Every spring semester

Some products or services are "user-friendly" and others are clunky and difficult to use; some offices make people feel immediately at home. This course examines how the physical, perceptual, and cognitive capabilities and limitations of humans impact how they interact with technology, tool and their living/work environments. Topics will include design and evaluation methods, human-computer interaction, ergonomics, accidents and human error, stress and workload, etc. Through use of specific cases, students will learn effective methods for solving human factors problems. Same as HFP 4150.

PSY 4200 Personality Theory (4)

Prerequisite: PSY 1100

Offered: Fall semesters, 2018 and 2020

This course surveys the major theories of human personality, including psychodynamic, behavioral, psychometric, and phenomenological approaches.

PSY 4300 Social Psychology (4)

Prerequisites: PSY 1100; SSC 3600 recommended

Offered: Fall 2017, then Spring semesters 2019 and 2021

This course examines the interaction between social stimuli and the behavior and cognition of the individual. Topics include attitude formation, conformity and obedience, persuasive communication, person perception, aggression, and altruism.

PSY 4500 Advanced Special Topics (4)

Prerequisite: twelve hours in Psychology, including PSY 1100

Offered: Periodically based on student need

This course presents special topics in psychology at a more advanced level than PSY 3500, and may build upon prior courses already offered in the major. May be repeated a maximum of one time for credit toward the major.

PSY 4600 Research Laboratory in Psychology (4)

Prerequisites: PSY 1100, SSC 3600, and ECM 1120, or permission of instructor; MAT 2360 recommended

Offered: Every fall semester

This course provides the opportunity for the upper-level student to apply their research, analysis and writing skills acquired in SSC 3600 by completing an instructor-guided research study. This experience may result in the student presenting their research findings at a regional or local conference.

PSY 4850 Individual Research (1-4)

Prerequisite: PSY 1100, SSC 3600, and ECM 1120, or permission of instructor; MAT 2360 recommended

Offered: Periodically based on student need

This course is for advanced students who wish to complete an independent, original piece of empirical research in psychology. Up to 4 semester hours of individual research may be applied to meeting major requirements.

PSY 4900 Senior Seminar (4)

Prerequisites: Psychology major; senior standing; PSY 1100, grade of C- or higher in SSC 3600, plus 12 additional hours of psychology

Offered: Every fall semester

This seminar is a capstone experience for psychology majors. The seminar serves as an opportunity for students to reflect on their varied experiences in pursuit of the major and to demonstrate in writing and orally their understanding of major theoretical approaches to psychology. Students must demonstrate factual knowledge on the Major Field Achievement Test, an understanding of psychological research, and the ability to present topics in a well-reasoned synthesis.

RELIGION, ETHICS AND PHILOSOPHY (REP)

School of Humanities

REP 1000 Introduction to the Old Testament (H) (4)

General Education: Religious/Ethical course; Humanities course

Offered: Every fall semester

The goal of this course is to introduce the student to the content of the Old Testament. Essentially, we will be asking the question, "What is in this collection of books?" The stories of the Old Testament play a foundational role in Western Civilization that cannot be ignored. Stories, personalities, and the many complexities of the Old Testament narrative will be emphasized throughout the course. The examination of the text will be done through various means using critical assessment of the canonical texts, placing specific emphasis on issues of interpretation, historical context, methodology, and transmission. This course covers the general education requirements of ethics and values.

REP 1010 Introduction to the New Testament (H) (4)

General Education: Religious/Ethical course, Humanities course

Offered: Every spring semester

The goal of this course is to introduce the student to the content of the New Testament. During the course we will be exploring several major subject areas: 1) the history of the period in which the NT was written; 2) the social and cultural milieu in which early Christians lived; 3) the practice of the scholarly study of the NT; and 4) the content of the documents that make up the NT.

REP 1100 Introduction to Christian Theology (H) (4)

General Education: Religious/Ethical course, Humanities Course

Offered: Periodically based on student need

This course surveys the wide diversity of doctrines and beliefs embraced within the tradition(s) of Christian faith from the perspective of those within the Christian church. Christian doctrines and beliefs will be examined in their mutual relationship: Revelation, God, humanity, creation, the Person and work of Christ, the Holy Spirit, salvation, Church, and last things, to name a few.

REP 1200 The Story of Christianity (H) (4)

General Education: Religious/Ethical course, Humanities course

Offered: Periodically based on student need

This course surveys Christianity in various contexts focusing on salient events, figures, traditions, and movements, theological developments, authorial texts and creeds, and controversies to gain a deeper understanding of the history of Christianity throughout the world from Christianity's beginnings to the present.

REP 1300 Introduction to Philosophy (H) (4)

General Education: Religious/Ethical course, Humanities course

Offered: Periodically based on student need

This course will study major issues in and works of philosophy with special attention given to the work of significant philosophical figures and traditions. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications. Students will read, analyze, and critique primary philosophical texts, and demonstrate an ability to reflect upon the application of the philosophical thought to various aspects of life.

REP 1500 World Religions (H) (4)

General Education: Religious/Ethical course, Humanities course

Offered: Periodically based on student need

This is a comparative survey of major world religions, such as Buddhism, Confucianism, Taoism, Hinduism, Judaism, Islam, and Christianity. This course explores the history, worldviews, and major beliefs and practices of each religious tradition in order to promote interfaith dialogue and an appreciation for diversity.

REP 1600 Introduction to Ethics (H) (4)

General Education: Religious/Ethical course, Humanities course

Offered: Periodically based on student need

This course is an introduction to the philosophical study of morality, including theories of ethics, knowledge and virtue, moral character and behavior, and theories concerning value (goodness and badness), moral relativism, egoism, utility, self, otherness, and respect for persons.

REP 1610 Theological Ethics (H) (4)

General Education: Religious/Ethical course, Humanities Course

Offered: Periodically based upon student need

This course offers an opportunity for students to explore the moral features of the Christian faith by participating in the Christian tradition of moral reflection, by examining the ways in which moral questions have been resolved by the main thinkers in the tradition. Areas of study might include: theological-ethical commitments on Christian love, discipleship, citizenship, Christian participation in the military, war, property, the death penalty, natural law, political involvement, virtue(s), and truth-telling.

REP 1620 Scripture and Ethics (H) (4)

General Education: Religious/Ethical course, Humanities course

Offered: Periodically based upon student need

In this course we will determine a proper relationship of Scripture and ethics by seeking methods to derive moral-theological claims, ethical norms and trajectories of virtue from Scripture as well as the role and place of ethics in the shaping of Scripture. This course will also help the student begin to develop an understanding of the relationship of Scripture to other, extra-Scriptural sources for ethics (e.g., patristic sources, medieval natural-law traditions and philosophical ethics), and the role of the local and universal Church, both in interpreting Scripture and in ethical stances.

REP 1630 Ethics in Economic Life (H) (4)

General Education: Religious/Ethical course, Humanities course

Offered: Periodically based on student need

This course explores the unique moral challenges that we might confront at work or as a business in an increasingly globalized economic context. We will confront the assumptions and demands of living in a market economy, both as individual and corporate actors, and we will address some of the long-standing criticisms of the same. We will develop a deeper understanding of morally-charged economic issues, and we will examine prospective guides to help us find our way. Same as OBA 4165.

REP 1640 Comparative Religious Ethics (H) (4)

General Education: Religious/Ethical course, Humanities course

Offered: Periodically based on student need

This course is a comparative study of moral codes and ethical theory from a broad range of religious traditions and time periods, including those in Hinduism, Buddhism, Judaism, Islam, and Christianity. Students will examine the extent to which such comparisons are possible and ask whether cross-cultural moral judgments are legitimate or necessary.

REP 2000 Pentateuch/Torah (4)

Offered: Periodically based on student need

The focus of this course is the first five books of the Hebrew Bible: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. The goals of this course are to (1) read and interpret the Pentateuch in light of its ancient Near Eastern and canonical contexts; (2) the student will be introduced to the multiple scholarly approaches to the Pentateuch as means to evaluate and interpret particular texts; and (3) to identify and synthesize theological and rhetorical emphases in particular texts and theological themes that run throughout the Pentateuch.

REP 2010 The Prophets (4)

Offered: Periodically based on student need

This course is an introduction to the theological message, historical background, and rhetorical methods of the Major and Minor prophets (including Daniel). The goals of this course are to (1) familiarize students with the content of the OT Major and Minor Prophets; (2) to enable students to place the prophets in their proper historical and social settings; and (3) to enable students to discern the theological significance of each of these prophetic books via careful application of literary and rhetorical analysis.

REP 2020 Wisdom Literature (4)

Offered: Periodically based on student need

This course will examine writings found in the Hebrew Bible that scholars commonly assign to the wisdom genre, such as Psalms, Proverbs, Job, and Ecclesiastes among others. The goals of this course include (1) to read and interpret biblical Wisdom literature in light of its ancient Near Eastern and canonical contexts; (2) to develop skills for interpreting Hebrew poetry; and (3) to identify the central themes and theological perspectives of Wisdom literature and to understand what "wisdom" means in various literary settings. The course will also include an overview of the theology and spirituality of Wisdom literature and also discuss theories of Hebrew poetry.

REP 2030 Jesus and the Gospels (4)

Offered: Periodically based on student need

This course introduces the student to a critical study of the New Testament Gospels, including (1) major interpretive approaches in the current Gospel research; (2) the distinctive literary and theological characteristics of the Gospel portraits; (3) the historical setting of the Gospel writers; (4) critical issues involved in "history of Jesus" research; and (5) the relationship between faith and history in the relevance of Jesus for today.

REP 2040 Paul and His Letters (4)

Offered: Periodically based on student need

Arguably the most powerful human personality in the earliest Church, Paul wrote letters that are among the foundations on which later Christian theology is built. This course will discuss the life and teachings of the apostle Paul. This will include the examination of the Pauline letters, with special attention to their social context within the Mediterranean world of the first century. Students will be introduced to the current socio-historical and sociological methodologies that have used to illuminate Paul's letters. Special concern will also be devoted to major interpreters of Paul and to more contemporary critical assessments.

REP 2050 General Epistles (4)

Offered: Periodically based on student need

This is a course on the General Epistles of Hebrews, 1–2 Peter, 1–3 John, Jude, and Revelation with a focus

on their content, their context, their interpretation, and their theology. The goals of this course are to study (1) the Jewish and Greco-Roman contexts out of which they arose; (2) various types of interpretative methods used to study the epistles; and (3) theological themes in the epistles.

REP 2100 Modern Theology (4)

Offered: Periodically based on student need

This course provides opportunity for students to assess selected schools of modern theological thought with reference to relevant theological trends and movements in the modern and postmodern eras. Selected schools of modern theological thought entail neo-orthodoxy, process theology, feminist theology, liberation theology, disability theology, and theology of hope to name a few.

REP 2110 Faith and Film (4)

Offered: Periodically based upon student need

This course uses the medium of film as an avenue for the reflection upon the meaning and truth of the Christian faith as well as its communication and embodiment in contemporary culture. The course will use a broad cross-section of film to open up creative windows for understanding and communicating the Christian faith, and it will also assist the student in thinking critically about film from a variety of theoretical and theological perspectives. The course will combine film screenings and discussion with supporting readings and lectures.

REP 2200 American Christianities (4)

Offered: Periodically based on student need

This course offers a comparative study of both the diversity and the alliances among Christianities in the United States, with special attention given to reasons why Christians in America are divided by denominational affiliation, race, and ethnicity and how certain divisions and alliances influence both churches and the nation in reciprocal ways. Topics of study might include: Colonization, Churches and American identity, separation of church and State, emergence of Protestantism in America, Christian pluralism and diversity in America, Christianity, American culture, and nationalism.

REP 2210 The Reformation (4)

Offered: Periodically based on student need

This course will examine the personalities, major events, theological ideas and political consequences of the Protestant Reformation. Students will examine the work of reformers such as Martin Luther and John Calvin, seeking to understand their inspiration and how they, in turn inspired others. In the process, students will learn about the importance of historical context on the formation and spread of ideas, but also how the ideas become formative of the historical context in which they arise.

REP 2300: Philosophy of Religion (4)

Offered: Periodically based on student need

This course aims to introduce students to prevalent themes, central concepts, basic problems, and classical arguments in the history of philosophy of religion. Includes examination of topics in the philosophy of religion such as traditional arguments for the existence of God, religious epistemology, the problem of evil, and religious pluralism.

REP 2310 Figures and Traditions in Philosophical Thought (4)

Offered: Periodically based on student need

This course explores the thought of great philosophers, ranging from the ancient to the modern period. Students will have the opportunity to focus on between one and three philosophers in depth each time the class is offered, periodically altering the list of thinkers to be examined. Can be repeated for credit with different topics.

REP 2400 Foundations of Christian Spirituality (4)

Offered: Periodically based on student need

This course offers an opportunity for students to explore confessional, theological, and biblical impulses and attitudes that underlie, inform, and give shape to varying approaches to and expressions of Christian spiritual practices within the Christian tradition of spiritual formation.

REP 2410 Pastoral Theology (4)

Offered: Periodically based on student need

This course examines theological and ethical impulses and attitudes that underlie, inform, and give shape to varying theological approaches to and representations of the pastoral/ministerial practice within the Christian tradition. Participants in this course will explore the role and task of theological considerations for the practice of pastoral ministry.

REP 2420 Missional Theology (4)

Offered: Periodically based on student need

This course surveys the Christian tradition of theological reflection on the “mission of God” as revealed in the tradition, scriptures, and historical documents of the Christian faith. The course explores theological themes such as Christology, pneumatology, anthropology, ecclesiology, and missiology that inform missional thinking on the nature of ministry in contemporary contexts.

REP 2600 Ethics of Virtue (4)

Offered: Periodically based on student need

This course examines classic and contemporary contributions on central topics in moral philosophical thought with specific attention placed on moral inquiry into the nature of virtue, moral character, and moral responsibility. Students will be encouraged to integrate theory with the practice of virtue by improving their own character development.

REP 2610 Bioethics, Medicine, and the Church (4)

Offered: Periodically based on student need

An examination of theological and medical perspectives regarding the history and philosophy of bioethics, medicine, and health care with attention given to bioethical issues such as procreation, prenatal screening, reproduction, abortion, genetic advance, eugenics, and end of life issues including euthanasia, suicide, and refusing treatment to name a few.

REP 3000 Pauline Theology (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

The class will constitute an exegetical and theological examination of the writings of Paul with the goal of discerning the coherent theology that undergirds and unites the content of his epistles. A variety of scholarly perspectives regarding the background, the unity and diversity, and the organizational center of Paul’s proclamation of the Gospel will be surveyed.

REP 3010 Bible in Missional Perspective (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

Course Description: A study of principal texts in the Old and New Testaments dealing with mission, evangelism, discipling, and renewal, with attention to relevant scholarly debate regarding their significance. By the conclusion of the course, students are expected to be well-informed on biblical-theological issues surrounding Christian mission, and the meaning and significance of the entire biblical canon for the practice and understanding of Christian mission. The goals of this course are to (1) explore major biblical themes relating to mission; (2) introduce students to the problems and issues of as well as approaches to investigating the meaning of mission in the Bible; and (3) analyzes the theology of mission of the different families of the books of the Bible.

REP 3100 Theology and Culture in Context (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

This course explores the relationship between theology and culture in varied contexts with attention given to examining figures, traditions, and readings in primary texts that demonstrate the development of theological-cultural dialogue and thought in Western society. Emphasis will be placed upon the relationship between theology and environment, language, media, popular culture, identities, traditions, economics, values, and religious views of particular demographics.

REP 3110 Faith, Poverty and Wealth (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

Description: Money, work, wealth, and poverty are spoken of throughout the Bible. Questions about faith and its relationship to wealth and poverty continue to be important in contemporary culture. Scripture offers a variety of perspectives on faith, wealth, and poverty. This course explores the biblical texts within their original contexts and considers the wisdom and ethical guidance they offer for our own faithful response to these issues. This class will give attention to the issues of faith, wealth, and poverty in the OT and NT, as well as engaging the earliest Christian interpreters of the Bible (AD 200-400). The course aims to immerse students in the texts of the Old and New Testaments, the ancient cultures in which the biblical text was written, the discussion of faith and wealth that took place in the early church, and it aims to help students construct a theologically grounded biblical ethic for responding to issues of wealth and poverty in contemporary culture.

REP 3120 Liberation Theology (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

The course will explore one or more of the dissident schools of thought that have marked theological discussions over the past half-century. Whether these voices have arisen from women, African-Americans, or from sectors of the post-colonial world, students will study the criticisms they have leveled at traditional, Eurocentric beliefs and practices. The class will consider their attempts to recast Christianity theology, including their emphasis on social justice and their claim for the importance, even priority, of those who practice their faith on the margins of society.

REP 3200 History and Theology of Methodism (4)

Prerequisite: Any 1000-level course in REP

Offered: Periodically based on student need

This course is a study of the history and theology of the Methodist movement with special emphasis upon John Wesley and the Anglican tradition. The history of American Methodism is explored with attention given to the interaction of Methodism with the American experience.

REP 3210 Historical Theology (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

This course examines the historical development of Christian thought with specific attention given to the development of central doctrines and themes from the church fathers to the present day.

REP 3300 Get Up Stand Up! (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

This course draws on multiple academic disciplines to examine and model democracy. The course brings together students and faculty from several area colleges and universities as well as the Greensboro community. To understand what we mean by "democracy," we explore the different traditions that drive public policy, governance, and citizen engagement. We use Greensboro's own rich history as an object lesson, and we focus on specific challenges that our city currently faces. Participants in the class learn within a large classroom setting and also in smaller study groups.

REP 3310 Theodicy: God and Human Suffering (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

If God loves us, why does God allow us to suffer? Why would a good God who is all-powerful create an imperfect world? Why does evil exist? These questions and more will be explored through works of philosophy, theology and literature from a variety of time periods.

REP 3320 Logic and Set Theory (4)

Offered: Periodically based upon student need

This course will introduce students to first order logic. Topics include Boolean connectives, formal proof techniques, quantifiers, basic set theory and induction. Same as MAT 3030.

REP 3330 Christian Apologetics (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

This course will focus on the arguments that have been deployed in the defense of Christianity. The class may focus on particular themes, figures or historical periods with the intention of gaining an understanding of the issues raised, as well as the strengths and limitations of the answers given.

REP 3400 Word and Sacrament (4)

Offered: Periodically based on student need

Participants in this course are introduced to the preaching and sacramental ministries of the church. They will have opportunities to assist an ordained clergy person with administering the sacraments and to preach in a worship service.

REP 3410 Homiletics (4)

Offered: Periodically based on student need

This course serves as an introduction to Bible exposition with an emphasis on the teaching and preaching of Scripture within the Christian tradition. This course is designed to expose students to various homiletical theories, methods, and practices. This will be done by studying the writings of different Christian authors (pastors/theologians) and by listening to sermons preached by those who advocate a given perspective.

REP 3500 Special Topics in Religion (1-4)

Prerequisite: Any 1000-level course in REP

Offered: Periodically based on student need

This course concentrates on a topic of mutual interest between the instructor and the participants. Among the possible topics are Biblical Short Stories, Contemporary Theology, and Religion & American Culture. May be repeated for credit under different topics.

REP 3600 Punishment (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

This course compares medieval and modern approaches to punishment, examining the underlying worldview and accompanying moral rationale of each. Participants will explore the ethical dilemmas arising from various practices, with particular attention paid to the contemporary discussion of capital punishment.

REP 3610 Disability in the Christian Tradition (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

This course offers students an opportunity to engage disability studies from theological, ethical, and ministerial perspectives, focusing on primary issues related to the field of disability in order to cultivate ways to enhance practices and habits toward welcoming, befriending, living, working, interacting, and ministering to and *with* persons with disabilities in the church and world.

REP 3620 Religion and Violence (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

Is religious violence a corruption of essentially peaceful religious sensibilities, or is there something about religious convictions that leave the believer prone to coercive activity? Several religious traditions, including Christianity, will be examined in this regard, with the spotlight on just war theory as a theoretical response and terrorism as the primary example of religiously inspired violence in contemporary society.

REP 3630 Religion, Ethics, and the Environment (4)

Prerequisite: Any 1000-level REP course

Offered: Periodically based on student need

This course aims to help students explore ethics and their core beliefs about themselves and place within this world. This course surveys contemporary theological thought and its response to environmental and ecological issues with emphasis upon moral implications and issues about the moral significance of Scripture, science, and nature, ethical concepts and methods in Christian environmental ethics, biodiversity, conservation, environmental justice, global climate change, sustainability, food ethics to name a few.

REP 3640 Virtue in Perspective (H) (4)

General Education: Religious/Ethical course; Humanities course

Prerequisite: Successful completion of REP 1000 or REP 1010 or REP 1100 or REP 1200 or REP 1300 or REP 1500; senior standing.

Offered: Spring 2017

This course will approach the topic of virtue in a variety of ways, dealing with the traditional moral values (justice, temperance, courage, and prudence) and the theological virtues (faith, hope and love), depending on the instructor and when the course is offered. It may focus on one or two authors or one or two virtues. It may trace a line of thinking about virtue through history, treating a number of authors and virtues along the way. It may focus on theory, practice, or both. Whatever the approach, students will have the opportunity to engage in critical inquiry about what it means to be a good person, what it means to lead a good life, and the theological and philosophical resources available to support its pursuit.

REP 4900 Capstone (4)

Prerequisite: Junior or senior status

Offered: Periodically based on student need

This course is required for all religion majors and recommended for the program's associated minors. The capstone course provides an opportunity for students to reflect on their development as learners in this program and undertake a supervised research topic in their field of interest.

SCIENCE (SCI)

School of Sciences and Mathematics

SCI 1100 Earth/Space Sciences (4)

Offered: Periodically based on student need

SCI 1100 is a non-laboratory lecture course concentrating on the lithosphere, hydrosphere, atmosphere, and the universe beyond the planet. Required for licensure in both Middle Grades and Secondary Science.

SCI 1150 Physical Science and Laboratory (4)

Offered: Periodically based on student need

SCI 1150 will address all Physics and Chemistry goals and objectives for the North Carolina Standard Course of Study for Middle Grades Science. Class and laboratory materials will be selected to develop the skills necessary to teach Physical Science to Middle Grade students. Required for licensure in Middle Grades Science.

SCI 3001 Intermediate Science Field Component (1)

Prerequisite: Admission to Teacher Education Program

Offered: Periodically based on student need

This intermediate fieldwork is a series of involved experiences sequentially planned to allow developmental opportunities to plan lessons and learning segments. Candidates will be placed in an environmental science setting. Candidates are responsible for arranging their own transportation to fieldwork assignments. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course. Required for biology with licensure, comprehensive science, and middle grade science majors.

SCI 3700 Pedagogy of Comprehensive Science (9-12) (4)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: SCI 3701

Offered: Fall semesters based on student need

This course is designed to assist preservice teachers in developing methods and techniques for teaching secondary comprehensive science. Topics include classroom organization and management, curriculum issues, lesson design, lab safety and instructional trends and strategies in secondary schools. Computer software and adaptations for special populations are also considered. Open only to students specializing in secondary education. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

SCI 3701 Field Component for Pedagogy of Comprehensive Science (9-12) (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: SCI 3700

Offered: Fall semesters based on student need

Required for all students seeking teacher licensure in secondary science, this course is a series of involved experiences sequentially planned to allow developmental opportunities for prospective teachers in actual classroom situations. Students are responsible for arranging their own transportation to fieldwork assignments. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

SOCIAL SCIENCES (SSC)

School of Social Sciences and Education

SSC 3300 Holocaust and Genocide (4)

Prerequisite: Instructor permission

Offered: Every spring semester

This co-taught seminar will explore the Holocaust and other examples of modern genocide from two different disciplinary perspectives. Those will vary each year depending on the two faculty involved in the course, but they might include art, education, history, literature, music, psychology, religion and ethics, sociology, and/or theatre. The course will always make some use of the annual Schleunes lecture. The course will always include a semester-long research project making use of the Levy-Lowenstein Holocaust collection in the library. Students can count the course as a 3000-level elective in one of the two disciplines/departments offered each semester to serve as a major or minor requirement, B.A. requirement course, or general elective. The course may be repeated for credit.

SSC 3550 Environment and Society (4)

Offered: Periodically based on student need

Environment and Society brings social science understanding to the conversation between social groups and “the environment” as it explores the environment-society nexus: How does society define what constitutes “the environment?” Where are its boundaries, and in what ways do social groups shape that environment? What ways is society shaped by it? Who has differential access to environmental resources and why? What are the implications of the policies and politics involved in environmental politics? Why and how are some members victims of environmental injustices and why are others not? Guided by these questions (among others), this course is designed to provide students with a thorough, comprehensive understanding of the key theories, literature, and issues in environmental studies.

SSC 3600 Research Methods in the Social Sciences (4)

Prerequisites: POL 1100 or PSY 1100 or SOC 1010, and 4 additional hours in POL, PSY, or SOC. MAT 2360 is strongly recommended.

Offered: Every semester

This course presents the principles of methodology and design in social science research. Research approaches used in various areas of modern scientific inquiry are considered. Emphasis is on the design and execution of research using observational, correlational, quasi-experimental, and experimental methods. Some of the statistical analyses presented include content analysis, correlation, t-test, and analysis of variance (ANOVA). Students will gain experience using computer software to analyze data, and will develop their scientific writing and quantitative/qualitative analysis skills.

SOCIOLOGY (SOC)

School of Social Sciences and Education

SOC 1010 The Sociological Imagination (4)

General Education: Societies and Structures course

Offered: Every semester

This course presents an overview of the basic sociological concepts and approaches. These concepts and approaches are used to explore and understand human behavior and social relations in groups, and institutions such as economy, politics, religion, education, and marriage and family from a cross-cultural perspective. This is a required course for sociology majors and minors and is a prerequisite for upper level sociology courses.

SOC 1050 Social Problems of the 21st Century (4)

Offered: Periodically based on student need

This course is a study of the social processes that create and maintain definitions of human phenomena as problematic. Students examine problems related to crime, poverty, homelessness, racial conflict, aging, family, gender, mental illness and other issues.

SOC 2010 Cultural Geography (4)

General Education: Societies and Structures course

Offered: Every fall semester

This course examines the interaction between human lives/societies and the geographical contexts in which people live. Topics include, population change, migration, race, ethnicity, language, gender, politics, economy, and rural and urban lifestyles in global perspective.

SOC 2207 Cultural Anthropology (4)

General Education: Societies and Structures course

Offered: Every spring semester

This course is devoted to the scholarly examination of global cultural diversity. The aim of cultural anthropology is to learn how societies are organized, how people customarily behave, and how local institutions work and change.

SOC 2260 Criminal Justice (4)

Offered: Every spring semester

This course offers an introduction to the criminal justice system as both process and structure in the United States. Topics surveyed include the system’s history, constitutional limitations, philosophical background, major theoretical schools, and ongoing debates in the field including the death penalty, use of force, and restorative justice. Special attention is paid to each of the major components of the system: law enforcement, courts, and corrections. Same as CRI 2260.

SOC 3000 Social Theory (4)

Prerequisite: SOC 1010 and eight additional hours in sociology

Offered: Every fall semester

This is a study of classical and contemporary social thought. Topics include conflict theory, structural functionalism, symbolic interactionism and other recent developments in social theory. How these theories can be used to understand different aspects of society is also highlighted. This course is required for sociology majors and minors.

SOC 3309 Families in Society (4)

Offered: Fall semesters, 2018 and 2020

This course focuses on the sociological study of the family from an historical and global perspective. Diversity in family life is examined in relation to gender, race/ethnicity, sexual orientation, and class. Topics include: intimacy and sexuality, mate selection and marriage, parenting and childhood, work and family, family violence and divorce.

SOC 3359 Family Violence (4)

Offered: Spring semesters, 2019 and 2021

The United States has often been called the most violent place on the earth, both in the streets and in the homes. The course will focus on the crisis of family violence in all its forms. Students will examine child and sibling abuse, spousal battering and rape, and family crimes against the elderly, along with official responses to these crimes.

SOC 3360 Juvenile Delinquency (4)

Offered: Spring semesters, 2018 and 2020

Historical and current biological, psychological and sociological factors in juvenile delinquency are examined, as are modern trends in prevention and treatment. The course also addresses the procedural and substantive aspects of the juvenile justice system.

SOC 3509 Race, Class, and Gender (4)

Offered: Spring semesters, 2018 and 2020

This course explores the interconnection of inequality and oppression examining the classical and contemporary theories of inequality throughout society and within institutions. Included in the course are accounts of the inequality from various social positions.

SOC 3600 Human Services (4)

Offered: Fall semesters, 2017 and 2019

In this course we will explore the history, values, and ethics of the human services profession. Students are introduced to the theoretical approaches to human services work, issues of social justice, and the information gathering techniques that provide evidence used to guide interventions and policy designed to address human problems.

SOC 4500 Topical Seminar (4)

Offered: Periodically based on student need

This course is a detailed sociological analysis of a selected topic. A seminar approach is utilized which requires extensive reading, individual or group projects, and research papers.

SOC 4900 Capstone: The Sociologist as an Agent of Change (4)

Prerequisites: SOC 1010, SOC 3000, and senior status

Offered: Every spring semester

This course will examine the concept of change for the individual, group, society, and human community. Students will not only gain a deeper understanding of the change created in their own lives, but will reflect on their newly acquired lens of sociology and how it contributes to understanding where they have been and where they are going. Additionally, we will examine how sociological knowledge can be applied occupationally, politically, and socially to create change on all levels. .

SPANISH (SPA)

School of Humanities

SPA 1110 Elementary Spanish I (4)

Offered: Every semester

This course is the first part of a two-semester elementary Spanish course sequence in which students acquire and develop their listening, speaking, reading, and writing skills in Spanish. Students will also learn about different aspects of the Spanish and Spanish-American cultures.

SPA 1120 Elementary Spanish II (4)

Prerequisite: SPA 1110 with a grade of C- or better, two years of high school Spanish, or permission of the instructor

Offered: Every semester

This course is a continuation of the basic language principles introduced in SPA 1110 in which students will develop the four basic skills: listening, speaking, reading, and writing. Students will continue to become familiar with different aspects of the Spanish and Spanish-American cultures.

SPA 2200 Intermediate Spanish (4)

Prerequisite: SPA 1120 with a grade of C- or better, 3 years of high school Spanish, or permission of the instructor

Offered: Periodically based on student need

In this course students will review the grammatical principles taught in SPA 1110 and SPA 1120 as they continue to develop their language skills and deepen their cultural knowledge.

SPA 2306 Spanish-Language Literature in Translation (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: ECM 1120

Offered: Periodically based on student need

This course focuses on major Spanish and Spanish-American literary works in English translation. Classical and contemporary texts—in a variety of genres—will be read in their historical and sociopolitical context, utilizing a variety of critical approaches. This course is conducted in English. No background in Spanish is required.

SPA 2400 Conversation and Composition (4)

Prerequisite: SPA 1120 with a grade of C- or better

Offered: Periodically based on student need

In this course students will review grammar and develop their oral and written skills by conversing about and writing compositions on everyday topics and cultural differences and similarities. Required for all Spanish majors and minors. Required for K-12 licensure and prerequisite for all upper-level Spanish courses for students seeking K-12 licensure.

SPA 2403 Spanish Literature for Children and Adolescents (4)

Prerequisite: SPA 1120 with a grade of C- or better

Offered: Periodically based on student need

This course introduces students to Spanish-language narrative, drama and poetry written for children and adolescents. Students will read and analyze folk stories, legends, poems, and plays useful in the teaching of literature and culture to children of diverse ages. Required for K-12 licensure.

SPA 2404 Introduction to Literature (4)

Prerequisite: SPA 1120 with a grade of C- or better

Offered: Periodically based on student need

This course introduces students to the study of Spanish-language literature through the analysis of literary texts selected specifically for the intermediate-level reader. Students will develop their ability to read closely in Spanish and to understand the relations between literary texts and a variety of historical and/or literary contexts. They will learn to orally express their ideas and observations in Spanish, and to write critical analyses of the texts in Spanish.

SPA 3608 Spanish Civilization and Literature (4)

Prerequisite: Any 2000-level SPA course with a grade of C- or better except for SPA 2306

Offered: Periodically based on student need

This course is designed to acquaint students with the rich cultural heritage of Spain by studying its history, literature, music and other arts, and customs. Required for K-12 licensure.

SPA 3610 Spanish-American Civilization and Literature (4)

Prerequisite: Any 2000-level SPA course with a grade of C- or better except for SPA 2306

Offered: Periodically based on student need

This course is an overview of the cultural history and literature of Mexico, Central America and South America. Major literary texts from this region—in a variety of genres—will be read in their historical and cultural contexts. The course content spans the colonial period to the present, with an emphasis on

contemporary literature, society, and culture. Either SPA 3610 or 3612 is required for K-12 licensure, and applies toward the Spanish minor.

SPA 3700 Pedagogy of Foreign Language (K-12) (3)

Prerequisite: SPA 3000-level courses with a grade of C- or better, admission to Teacher Education Program
Concurrent requisite: SPA 3701

Offered: Periodically based on student need

This course provides an overview of child and adolescent development and the corresponding implications for teaching foreign language K-12. Specific theories, methods and techniques for teaching second language and culture will be examined and demonstrated. Assessment, computer/technological applications, second language learning and the exceptional child, and a review of elementary, middle grades, and secondary curriculum are also included. Fieldwork provides an opportunity for students to apply these understandings. Required for K-12 licensure. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

SPA 3701 Field Component for Pedagogy of Foreign Language (K-12) (1)

Prerequisite: SPA 3000-level courses with a grade of C- or better, admission to Teacher Education Program
Concurrent requisite: SPA 3700

Offered: Periodically based on student need

Required for all students seeking teacher licensure in Spanish. Early fieldwork is a series of involved experiences sequentially planned to allow developmental opportunities for prospective teachers in actual classroom situations. Students are responsible for arranging their own transportation for fieldwork assignments. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

SPA 4336 Spanish-American Novel (4)

Prerequisite: Any 2000-level SPA course with a grade of C- or better except for SPA 2306

Offered: Periodically based on student need

This course focuses on the Latin American novel since the "boom." Novels by major female and male writers such as Gabriel García Márquez, Elena Poniatowska, María Luisa Bombal, Rosario Ferré, and Carlos Fuentes will be analyzed as students continue to develop their reading, writing, listening, viewing, and writing skills in Spanish.

SPA 4340 Spanish and Spanish-American Theater (H) (4)

General Education: Artistic/Literary course, Humanities course

Prerequisite: Any 2000-level SPA course with a grade of C- or better except for SPA 2306

Offered: Periodically based on student need

This course is an introduction to contemporary Spanish-language theater. Students will read and analyze plays by a variety of Spanish and Spanish-American playwrights in their historical and cultural context.

SPA 4500 Special Topics (1-4)

Prerequisite: Any 2000-level SPA course with a grade of C- or better except for SPA 2306

Offered: Periodically based on student need

This course provides an opportunity for advanced study in Spanish language, literature, or civilization. It may include a study program in any country whose official language is Spanish, an independent study, or special courses taught at Greensboro College.

SPA 4700 Practicum in Elementary, Middle, and Secondary Schools (4)

Prerequisites: SPA 2400 or 2406 with a grade of C- or better, admission to Teacher Education Program

Offered: Periodically based on student need

This course gives the students more in-depth opportunities to observe and participate in teaching foreign language K-12. Students will have four weeks in each of three settings. Scheduled seminars are also included. Required for K-12 licensure.

SPECIAL EDUCATION (SPE)

School of Social Sciences and Education

SPE 2800 Educational Considerations for Individuals with Low Incidence Disabilities (3)

Offered: Every fall semester

This is an introductory course providing an in-depth view of individuals with moderate to profound disabilities and strategies for their success in resource and separate settings. Candidates will study policies and procedures related to implementation of special programs. Emphasis will be placed on the IEP

process, case management, instructional planning, alternative assessment procedures, health maintenance practices, and assistive technology, including augmentative and alternative communication used to optimize student participation in learning activities. Candidates will be introduced to research-based strategies for dealing with challenging behaviors of students with low incidence disabilities.

SPE 2801 Field Component for Educational Considerations for Individuals with Low Incidence Disabilities (1)

Concurrent requisite: SPE 2800

This is an introductory field component required for all candidates seeking licensure in Special Education, adapted and general.

SPE 2900 Diverse Populations (3)

Concurrent requisite (for all licensure areas except Health/PE): SPE 2901

Offered: Every semester

This course is a study of the various types of diversity present in a 21st century classroom and how that diversity affects student learning. Candidates will develop knowledge of diverse abilities and cultures, understand their influences on all student learning, and differentiate instruction accordingly. The following topics will be explored: English Language Learners; children in poverty; inviting, respectful, supportive, inclusive, and flexible environments; establishing partnerships with families; inclusion and other models of effective practice; the relationship of student behaviors to different cultural beliefs, learning styles, language preference, and socio-economic status; policies, process and procedures for providing special education services; the role of the regular classroom teacher in RTI; knowledge of IDEA 2004 and the populations eligible for special education; and global awareness. Candidates will seek solutions to overcome obstacles that prevent family and community involvement, with a focus on the development of cultural competence to support all families in a respectful, supportive manner.

SPE 2901 Field Component for Diverse Populations (1)

Concurrent requisite (for all licensure areas except Health/PE): SPE 2900

Offered: Every semester

This field component is required for all candidates pursuing licensure (except Health/PE). Placement will be in an educational setting which meets the unique needs of a diverse population.

SPE 3002 Advanced Special Education Field Component (1)

Prerequisite: Admission to Teacher Education Program

Offered: Periodically based on student need

This fieldwork course is a series of involved experiences sequentially planned to allow developmental opportunities to plan lessons and learning segments. Candidates are responsible for arranging their own transportation to fieldwork assignments. Required for PAL Adapted candidates who are not employed as lead teachers.

SPE 3355 Educational Assessment (4)

Prerequisite: Admission to Teacher Education Program

Offered: Every spring semester

This course provides candidates with a basic understanding of the purpose, use, interpretations, and evaluation of educational assessments. Emphasis is placed on classroom assessments for students with and without exceptional learning needs, including curriculum-based measures, progress monitoring, evaluating student products and projects, and developing valid and reliable instruments. Interpretation of individual and group assessment information, communication of findings, and use of results for planning is a course focus.

SPE 3750 Planning for Transition Through Collaboration (4)

Prerequisite: Admission to Teacher Education Program

Offered every spring semester

This course explores issues related to the transitions from school to adult life for individuals with disabilities. Topics include: planning for effective transitions (school level to adult life); problem-solving; self-determination skills; career preparation; positive behavioral support techniques; person-centered planning; appropriate instructional techniques across a variety of instructional settings; identification of and collaboration with appropriate community resources; post-school leisure; educational, residential, and employment opportunities. Students will participate in related field experience to demonstrate the skills learned in this course.

SPE 3770 Emergent Literacy Methods and Assessment (3)

Prerequisite: Admission to Teacher Education Program, EDU 2770

Offered: Every fall semester

This course explores emergent literacy methods and assessment as extensions of the Common Core requirements for independent living. Topics addressed include: assessment of literacy skills in persons with significant disabilities; adapting and modifying literacy instruction; understanding the importance of content area literacy, analysis and structure of learning environments; development of functional, age-appropriate and self-determined IEP/IFSPs; and alignment of literacy goals and objectives with the NC Common Core and competencies evaluated in the state assessments. Functional, age-appropriate literacy materials that can be transferred across a variety of learning environments, including community-based settings, will be emphasized.

SPE 3771 Field Component for Emergent Literacy Methods and Assessment (1)

Prerequisite: Admission to Teacher Education Program, EDU 2770

Concurrent requisite: SPE 3770

Offered: Every fall semester

This field component is required for all students enrolled in SPE 3770. Students will complete the requirements for this component in an adapted special education curriculum setting at the middle or high school level.

SPE 3775 Methods in Reading and Written Expression (3)

Prerequisite: Admission to Teacher Education Program, EDU 2770

Concurrent requisite: SPE 3776

Offered: Every spring semester

This course will focus on evidence-based strategies for teaching reading and written expression to students with disabilities. Candidates will use the knowledge gained in Literacy Foundations to assess student skills and implement newly learned evidence-based strategies for teaching reading and written expression. .

SPE 3776 Field Component for Methods in Reading and Written Expression (1)

Prerequisite: Admission to Teacher Education Program, EDU 2770

Concurrent requisite: SPE 3775

Offered: Every spring semester

Candidates will implement methods in reading and written expression learned in class with students with disabilities on an individual, small group, and whole class basis. The focus of this experience will be on the assessment and instructional aspects of teaching reading and written expression, and monitor progress of individuals taught in field placement. Electronic Evidence #7 will be completed during this experience.

SPE 3791 Special Education Math Field Component (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: ELE 3790

Offered: Every fall semester

This placement is in a special education setting, and includes designated teaching assignments in math.

THEATRE (THE)

School of the Arts

THE 1030 Stage Craft and Design (4)

Offered: Every fall semester

This course is an introduction to the methods and practices of stagecraft and design which includes units on tools, materials, scenic elements, costumes, properties, lighting and sound production.

THE 1060 Musical Theatre Performance I (3)

Prerequisite: Theatre major (any emphasis) or minor

Offered: Periodically based on student need

This course introduces students to the art of singing musical numbers. Focus is placed on singing as an ensemble in the chorus of a Broadway style musical. Blending, proper support and phrasing as a group/ensemble will be emphasized. May be repeated for credit.

THE 1065 Musical Theatre Performance I Lab (1)

Offered: Periodically based on student need

This course rounds out musical theatre training. Performers participate in the process of performing and/or building the production elements of the shows in Theatre season. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and also may be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals, or photo calls.

THE 1120 Costume I – Costume/Make-Up Craft (3)

Offered: Every fall semester

This course provides a basic introduction to the methods and practices of the costume shop as well as a study of the theories and application of costume technique. An analysis of the relationship of costume and makeup to character development, and other stage design forms is explored. Practical, hands-on experience of costume craft and makeup craft will occur.

THE 1125 Costume I Lab (1)

Offered: Periodically based on student need

This course includes technical theater projects done in support of each production during the semester. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 1150 Acting I (3)

Prerequisite: Admission to Theatre Acting Emphasis

Offered: Every fall semester

In Acting One, the emphasis is on the individual's awareness of relaxation, concentration, focus, and attention to the acting partner through the use of exercises. Elementary scene work introduces the fundamentals of scene study such as action, given circumstances, and character.

THE 1155 Acting I Lab (1)

Offered: Periodically based on student need

The lab course rounds out actor training. Actors participate in the process of performing and/or building the production elements of the shows in the mainstage season. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 1190 Voice for the Stage I (2)

Prerequisite: Admission to Theatre major or permission of the instructor

Offered: Every spring semester

Actors develop their vocal instrument through a series of exercises designed to increase their vocal range and expressive capabilities while developing full body awareness. A specific system of training is used to increase fitness for performance as well as expressiveness in vocal and physical expression. Pieces of text are introduced as the impulse for vocal and physical choices. May be repeated for credit.

THE 1220 Costume II – Costume Patterning (3)

Offered: Every spring semester or as needed

This course is an introduction to the methods of basic body block patterns used in stage costume practice. Shirts, blouses, sleeves, pants and other costume patterning methods will be explored. Practical, hands-on experience of taking a costume from concept to completion is explored.

THE 1225 Costume II Lab (1)

Offered: Periodically based on student need

This course includes technical theater projects done in support of each production during the semester. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 1250 Acting II (3)

Prerequisite: THE 1150

Offered: Every spring semester

In Acting II, the study of skills learned in Acting I is continued. Stanislavski based techniques are introduced. The focus is on the specific technique that sets an actor in motion physically, emotionally, and verbally. The actor works to develop emotional truth, moment-to-moment life, and wants to performance. Performance is developed vocally and physically.

THE 1255 Acting II Lab (1)

Offered: Periodically based on student need

The lab course rounds out actor training. Actors participate in the process of performing and/or building the production elements of the shows in the mainstage season. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume

parades, technical rehearsals or photo calls.

THE 2000 Introduction to the Theatre (H) (4)

General Education: Artistic/Literary course, Humanities course

Offered: Every semester

This course involves the exploration of how theatre as an art form has evolved, including some exposure to the major historical periods in the development of theatre and how actors, directors, and designers function. For non-majors only.

THE 2010 Public Speaking (4)

Offered every semester

This course involves the theory and practice of public speaking including the study of the preparation and presentation of speeches for all occasions.

THE 2040 Arts Administration I (3)

Prerequisite: Admission into the Arts Administration emphasis or instructor's approval

Offered: Periodically based on student need

This course introduces students to the various structures and key elements of arts organizations, including a history and overview of non-profit organizations, financial management, and the role of the board of directors.

THE 2045 Arts Administration I Lab (1)

Offered: Periodically based on student need

This course will introduce students to problem-solving and presentation skills to address current issues and topics in the field of arts administration. Potential guest speakers and field trips will introduce students to various types of arts organizations. Students will gain hands-on experience by assisting with college production, fundraising and marketing.

THE 2050 Introduction to Acting (4)

Offered: Every semester

This course involves the fundamentals of acting for the student who is not emphasizing acting as a major. The emphasis is on basic acting technique and the use of body movement and voice through role-playing and improvisation. May be repeated for credit.

THE 2060 Musical Theatre Performance II (3)

Prerequisite: THE 1060 or instructor's approval

Offered: Periodically based on student need

This course continues the study of the art of singing musical numbers. Focus is placed on singing and performing as a solo artist in a cabaret setting or as a soloist within a traditional musical theatre production. Text exploration will be the focus with the breaking down of the patterns within the song given to the performer by the composer and lyricist.

THE 2065 Musical Theatre Performance II Lab (1)

Offered: Periodically based on student need

This course rounds out musical theatre training. Performers participate in the process of performing and/or building the production elements of the shows in Theatre season. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and also may be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals, or photo calls.

THE 2110 Playwriting (4)

Offered: Periodically based on student need

This course introduces the fundamental principles and techniques of playwriting. Through a variety of assignments, the student will learn about play structure and format, how to write effective scenes and believable dialogue, and how to create interesting dramatic characters. May be repeated for credit.

THE 2120 Costume III – Rendering and Computer Aided Design (3)

Offered: Periodically based on student need

This course introduces students to the methods of rendering for the stage. A variety of hand methods, materials and color media are explored and then a variety of applications using Adobe Photoshop and other software for the stage are explored.

THE 2125 Costume III Lab (1)

Offered: Periodically based on student need

This course includes technical theater projects done in support of each production during the semester. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 2140 Lighting Design (3)

Offered: Fall semesters based on student need

This course involves the study of current theories and basic techniques used in lighting design for theatrical productions. Electrical theory, optics, color theory, photometrics, instruments, troubleshooting and graphics standards are studied. Exploratory lighting lab work culminates in several designs, which will be completed by students.

THE 2145 Lighting Design Lab (1)

Offered: Periodically based on student need

This course includes technical theater projects done in support of each production during the semester. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 2150 Acting III (3)

Prerequisite: THE 1250

Offered: Every fall semester

In Acting Three, students continue to explore their craft using the acting techniques developed by Sanford Meisner. Focus is on the partner, moment-to-moment life, impulses, and emotional preparation through a specific series of steps and exercises. This work is then applied to scenes and monologues.

THE 2155 Acting III Lab (1)

Offered: Periodically based on student need

The lab course rounds out actor training. Actors participate in the process of performing and/or building the production elements of the shows in the mainstage season. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 2160 Stage Directing I – Analysis and Concept (3)

Prerequisite: Theatre major

Offered: Every spring semester or as needed

This course involves lecture and the discussion of the theories of stage direction with an emphasis on dramatic analysis, production planning and organization, problem solving duties and directorial responsibilities. Practical direction of monologues and scenes from contemporary dramatic literature will occur. An entire production to be directed by the student may result, based upon approval by the instructor.

THE 2165 Stage Directing I Lab (1)

Offered: Periodically based on student need

This course includes laboratory participation in management and/or directing activities for the department. Evaluation by faculty is based on the degree of professional attitude, activity, and performance. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 2170 Stage Management I (3)

Prerequisite: Theatre major

Offered: Every fall semester or as needed

This course is an introduction to the practice of stage management for theatre. Topics covered include: organization, communication, interpersonal relations, the production process, rehearsal and performance procedures, and documentation. This includes an emphasis on the practical, day-to-day details in the stage management process. This course will culminate in a finished prompt book for a play.

THE 2175 Stage Management I Lab (1)

Offered: Periodically based on student need

This course includes laboratory participation in management and/or directing activities for the department. Evaluation by faculty is based on the degree of professional attitude, activity, and performance. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 2190 Voice for the Stage II (2)

Prerequisite: THE 1190

Offered: Periodically based on student need

Continuing the work of Voice for the Stage I, this course will continue to develop vocal skills using more advanced text. It will also explore more speech work. Students will learn the International Phonetic Alphabet as it pertains to accent work.

THE 2220 Costume IV – Costume Design (3)

Offered: Every fall semester or as needed

This course involves the study of current theories and techniques used in designing costumes for theatrical productions. Character analysis, elements of design, principles of composition and style are topics which are employed in the creation of costumes for the stage. The balance of the aesthetic and practical considerations of the materials and profession standards are discussed as well.

THE 2225 Costume IV Lab (1)

Offered: Periodically based on student need

This course includes technical theater projects done in support of each production during the semester. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 2240 Period Styles of Design (4)

Offered: Periodically based on student need

This course is a survey of world styles of design and the forces which have influenced or shaped decorative elements of various cultures and societies. The principles of composition as well as elements of design are explored as relates to architecture, furniture, art, clothing, and other items from the different areas of the world. Completion of style exercises, a visual exploration of the variety of decoration and study of conceptual methods will expand the student's awareness of the diversity that is available for appropriate implementation in their work as theatre artists.

THE 2250 Acting IV: Shakespeare and Performance (3)

Prerequisite: THE 2150

Offered: Every spring semester

Teaches and requires skills needed for playing Elizabethan drama with particular attention given to language and movement using the works of Shakespeare as the basis of exercises and scene work.

THE 2255 Acting IV Lab (1)

Offered: Periodically based on student need

The lab course rounds out actor training. Actors participate in the process of performing and/or building the production elements of the shows in the mainstage season. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 2320 Introduction to Costuming (4)

Offered: Periodically based on student need

This course offers all students the chance to learn how to design and construct garments using a sewing machine and appropriate hand stitching. Students get to keep all garments they make, including an apron, a shirt or blouse, and a vest.

THE 2330 Design/Tech I – Stage Craft I (3)

Offered: Every fall semester

This course is an introduction to the methods and practices of stagecraft which includes units on tools, materials, hardware, stage rigging hardware, scenic elements, and electricity, lighting and sound equipment introduction. Lectures will combine with practical experience in a laboratory shop setting.

THE 2335 Design/Tech I Lab (1)

Offered: Periodically based on student need

This course includes technical theater projects done in support of each production during the semester. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 2340 Design/Tech II – Drafting and Color Media (3)

Offered: Every spring semester

This course is an introduction to hand drafting methods and stage sketching methods employing a variety of standard media. The course involves the study of current theories and basic techniques used in designing and creating technical drawings for theatrical productions. Students will execute plans, elevations, section views as well as 3D pictorial methods and will study the standard symbols used in the profession.

THE 2345 Design/Tech II Lab (1)

Offered: Periodically based on student need

This course includes technical theater projects done in support of each production during the semester. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 2350 Verse and Voice: Discovering the Poet in You (4)

Offered: Periodically based on student need

This class is designed to study the history, relevance, and art form of spoken word poetry. The class will be an interdisciplinary elective in which students will create their own work as well as study and critique the work of others. The focus of this course will be creative writing as well as performance and delivery. Students will learn to work independently as well as with a group to complete assignments. Choreography and collaborative works will also be implemented. Student will discover and develop their own unique voices, and understand how our voices, our stories are vital in building community and building legacy. This class will show students how this art form connects us all and how they can not only grow and change themselves, but also the world around them. Same as ECM 2350. This is a cross-listed course; students planning to use the course to satisfy requirements for their major in THE or ECM should use the major prefix when enrolling in the class (i.e. THE for theatre majors, ECM for ECM majors).

THE 3000 Creative Dramatics (4)

Concurrent requisite: THE 3001

Offered: Periodically based on student need

This course explores the history, theory, philosophy, and application of drama as it is used in the education of children and youth. This course will address performance orientation ranging from improvisation to scripted works, include application to basic school curriculum and adaptation of a variety of literary works. While open to all students, this course is mainly geared toward elementary education, middle grades education, and special education majors.

THE 3001 Field Component for Creative Dramatics (1)

Concurrent requisite: THE 3000

Offered: Periodically based on student need

Required for all students seeking theatre licensure, optional for other students taking THE 3001. Early fieldwork is a series of involved experiences sequentially planned to allow developmental opportunities for prospective teachers in actual classroom situations. Students are responsible for arranging their own transportation for fieldwork assignments.

THE 3010 American Musical Theatre History and Literature (4)

General Education: Artistic/Literary course

Offered: Periodically based on student need

This course will focus on the origins of the American musical. Emphasis will be placed on the evolution of the art form from minstrelsy, vaudeville, and burlesque to the 21st Century. Attention will also be paid to the major contributors to the progression of this art form.

THE 3040 Arts Administration II (3)

Prerequisite: THE 2040 or instructor's approval

Offered: Periodically based on student need

This course continues the study began in THE 2040. In addition, the course will also focus on audience development, arts marketing and fundraising.

THE 3045 Arts Administration II Lab (1)

Offered: Periodically based on student need

This course will introduce students to problem-solving and presentation skills to address current issues and topics in the field of arts administration. Potential guest speakers and field trips will introduce students to various types of arts organizations. Students will gain hands-on experience by assisting with college production, fundraising and marketing.

THE 3046 Arts Administration III Lab (1)

Offered: Periodically based on student need

This course will introduce students to problem-solving and presentation skills to address current issues and topics in the field of arts administration. Potential guest speakers and field trips will introduce students to various types of arts organizations. Students will gain hands-on experience by assisting with college production, fundraising and marketing.

THE 3047 Arts Administration IV Lab (1)

Offered: Periodically based on student need

This course will introduce students to problem-solving and presentation skills to address current issues and topics in the field of arts administration. Potential guest speakers and field trips will introduce students to various types of arts organizations. Students will gain hands-on experience by assisting with college production, fundraising and marketing.

THE 3048 Arts Administration V Lab (1)

Offered: Periodically based on student need

This course will introduce students to problem-solving and presentation skills to address current issues and topics in the field of arts administration. Potential guest speakers and field trips will introduce students to various types of arts organizations. Students will gain hands-on experience by assisting with college production, fundraising and marketing.

THE 3049 Arts Administration VI Lab (1)

Offered: Periodically based on student need

This course will introduce students to problem-solving and presentation skills to address current issues and topics in the field of arts administration. Potential guest speakers and field trips will introduce students to various types of arts organizations. Students will gain hands-on experience by assisting with college production, fundraising and marketing.

THE 3060 Musical Theatre Auditions (3)

Prerequisite: THE 2060 or instructor's approval

Offered: Periodically based on student need

This course will focus on the audition experience for a successful musical theatre performance. This will include preparing the musical theatre audition package, which includes songs from a variety of styles and composers. Dance combinations focusing on a variety of styles of choreography may also be included.

THE 3065 Musical Theatre Auditions Lab (1)

Offered: Periodically based on student need

The lab course rounds out musical theatre training. Performers participate in the process of performing and/or building the production elements of the shows in a Theatre season. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and also may be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals, or photo calls.

THE 3070 Musical Theatre Seminar: Role Preparation and Development (3)

Prerequisite: THE 3060 or instructor's approval

Offered: Periodically based on student need

This course will focus on the student extensively researching two roles from the American musical theatre repertoire. This will include a deep exploration into the history of the musical role itself and its origins and evolution over the years. A performance and a written related component culminates the research.

THE 3075 Musical Theatre Seminar Lab (1)

Offered: Periodically based on student need

The lab course rounds out musical theatre training. Performers participate in the process of performing and/or building the production elements of the shows in a Theatre season. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and also may be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals, or photo calls.

THE 3110 Theatre History Survey (H) (4)

General Education: Artistic/Literary course, Humanities course

Offered: Periodically based on student need

This course is a study of the development of the theatre from the performance of rituals of Egypt, the classical era of Greece, Hellenist world and Rome, and the European, Indian and Asian experiences into the contemporary forms of theatre found in the various cultures explored.

THE 3120 Costume V – Costume and Makeup Craft II (3)

Prerequisite: THE 1120

Offered: Every spring semester or as needed

This course provides the student the opportunity to explore men's clothing and tailoring techniques by creating a bespoke garment. Linings, underlining, pockets, details, fit, and pattern creation are all utilized to create a fitted period men's garment. Special makeup styles, applications and techniques are explored as well.

THE 3125 Costume V Lab (1)

Offered: Periodically based on student need

This course includes technical theater projects done in support of each production during the semester. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 3150 Acting V: Auditions and Solo Performance (3)

Prerequisite: THE 2250

Offered: Every fall semester

Students learn the process for preparing solo pieces with particular emphasis placed on performing these pieces in an audition situation. The students develop skills of preparation and performance using partner exercises as well as individual work. They are required to prepare pieces from several genres and writers, including contemporary writers, Shakespeare, and modern realistic writers. Focus is also placed on exploration of songs as monologues.

THE 3155 Acting V Lab (1)

Offered: Periodically based on student need

This lab course rounds out actor training. Actors participate in the process of performing and/or building the production elements of the shows in the mainstage season. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 3160 Stage Directing II – The Director/Actor Process (3)

Prerequisite: THE 2160

Offered: Every spring semester or as needed

This course will explore various approaches to working with actors. Methods examined include auditioning techniques, character development, concept, and the rehearsal process. Practical direction of scenes will occur, drawn from plays in the mode of psychological realism. Prerequisite: Theatre major or the instructor's approval.

THE 3165 Stage Directing II Lab (1)

Offered: Periodically based on student need

This course includes laboratory participation in management and/or directing activities for the department. Evaluation by faculty is based on the degree of professional attitude, activity, and performance. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals, or photo calls.

THE 3170 Stage Management II (3)

Prerequisite: THE 2170

Offered: Every fall semester or as needed

This course will include special problems in stage management in theatre, including the topics of record keeping and touring. Reference will be made to the procedures and regulations established by Actor's Equity Association. There will be an emphasis on the continued development of skills in the areas of organization and communication.

THE 3175 Stage Management II Lab (1)

Offered: Periodically based on student need

This course includes laboratory participation in management and/or directing activities for the department. Evaluation by faculty is based on the degree of professional attitude, activity, and performance. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 3250 Acting VI: Acting for the Camera (3)

Prerequisite: THE 3060 or THE 3150

Offered: Every spring semester

This course is an evolutionary workshop that will aid the student in developing a Meisner-based approach to acting as it applies specifically to film and television. Assignments include memorized scenes, character research, reading screenplays and texts, and exploration of the creative life in front of a camera. Students will begin to explore the technical aspects of acting for the camera while preserving the integrity of a foundation of truth and reality. May be repeated for credit.

THE 3255 Acting VI Lab (1)

Offered: Every spring semester

This lab course rounds out actor training. Actors participate in the process of performing and/or building the production elements of the shows in the mainstage season. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals, or photo calls.

THE 3330 Design/Tech III - Computer Aided Design (3)

Offered: Every spring semester or as needed

This course introduces ACAD-Autocad LT./Autocad software as a drawing and communication tool. Topics will include drawing, layers, coordinate systems, editing, file management, dimensioning, modifying, blocks, attributes, and external references printing or plotting. Photoshop pictorial modifications and applications may also be introduced. The study will be directed toward applications in Technical Theatre and related fields. Some Windows experience is helpful but will be introduced as it relates to the listed software.

THE 3335 Design/Tech III Lab (1)

Offered: Periodically based on student need

This course includes technical theater projects done in support of each production during the semester. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 3340 Design/Tech IV – Stage Design (3)

Offered: Periodically based on student need

This course is the continued study of the techniques and methods of stage design, including further development of design responses and rendering ability. The course affords the opportunity of the assessment of the student's progress in theatrical design. The student will create several designs from the analysis of text to complete project visualization.

THE 3345 Design/Tech IV Lab (1)

Offered: Periodically based on student need

This course includes technical theater projects done in support of each production during the semester. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 3530 Fine Arts: Traditional and Contemporary Perspectives (4)

General Education: Artistic/Literary category

Offered: Periodically based on student need and the program's rotation of courses. This course covers special topics in music or theatre with an emphasis on developing the student's knowledge of and appreciation for selected art forms. Same as MUS 3530 and OBA 3530. This course is offered online only.

THE 3770 Pedagogy of Theatre (K-12) (3)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: THE 3771

Offered: Periodically based on student need

This course assists the prospective theatre teacher in acquiring strategies, techniques, methods, and attitudes for teaching theatre K-12. Topics include classroom organization and management, exceptional populations, curriculum issues, performance production and design, instructional trends, knowledge and use of resources and technology, legal responsibilities and professional obligations. Open to enrollment from elementary education, middle grades education, and special education majors. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

THE 3771 Field Component for Pedagogy of Theatre (K-12) (1)

Prerequisite: Admission to Teacher Education Program

Concurrent requisite: THE 3770

Offered: Periodically based on student need

Required for all students seeking theatre licensure. For course description, see THE 3000. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

THE 3800 Internship (1-8)

Prerequisites: Junior standing; at least 12 semester hours completed at Greensboro College prior to enrolling in the internship; completion of internship contract with the Director of Career and Personal Development, including required permissions

Offered: Every semester as needed

This course offers students the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in theatre. The major in theatre with stage directing/management emphasis requires a 4-hour internship. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled [Internships 3800](#).

THE 4110 Play Analysis (4)

Prerequisite: Theatre major or the instructor's approval

Offered every spring semester or as needed

This course teaches play analysis from a practical perspective for students who intend to perform, direct, design, build, or administrate within the collaborative productive process. The class will view and respond to written plays, theatrical productions, and video performances from various theatrical traditions.

THE 4130 Sound Design (4)

Offered: Periodically based on student need

This course involves the study of current theories and basic techniques used in sound design for theatrical production. Electricity as it relates to sound, acoustical theory, mixing, editing, recording and playback techniques are explored. Practical, hands-on experience in a laboratory will explore microphone and speaker set ups and variations for the different performance settings that will be encountered in the profession.

THE 4150 Acting Studio Techniques (1-4)

Prerequisite: Theatre major/minor or permission of the instructor

Offered: Periodically based on student need

This course offers a variety of topics that enhance the actor's skills. Topics may include Improvisation, Viewpoints, Suzuki, Physical Theatre, Stage Combat, Mask work to Commedia Dell'Arte, Devising Original Work, Sketch Comedy, Solo Performance. May be repeated for credit.

THE 4160 Stage Directing III – Stage Space and Composition (3)

Prerequisite: Theatre major or the instructor's approval

Offered: Every fall semester or as needed

This course will focus on the visual tools necessary to stage a production -- visualization, composition, picturization and the challenges unique to different venues. Emphasis will be placed on the director's voice and on developing the articulation of each student's unique ideas and responses to material. Study will include the basic principles and problems involved in directing diverse material such as musicals and classical pieces, including those peculiar to amateur productions. Practical direction of monologues and scenes will occur. A portfolio of the student's materials will be reviewed.

THE 4165 Stage Directing III Lab (1)

Offered: Periodically based on student need

This course includes laboratory participation in management and/or directing activities for the department. Evaluation by faculty is based on the degree of professional attitude, activity, and performance. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals, or photo calls.

THE 4170 Stage Management III (3)

Offered: Every fall semester or as needed

This course concentrates on specific needs in stage management which could include staff management problems when working with diverse theatre organizations, and other issues related to the responsibilities of the stage manager. Practical application of these studies occurs as production activities are assigned. A portfolio of the student's materials will be reviewed.

THE 4175 Stage Management III Lab (1)

Offered: Periodically based on student need

This course includes laboratory participation in management and/or directing activities for the department. Evaluation by faculty is based on the degree of professional attitude, activity, and performance. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals, or photo calls.

THE 4230 Scene Painting (4)

Prerequisite: Theatre major or the instructor's approval

Offered: Periodically based on student need

This course is a study of the techniques and methods of scene painting including further development of design responses and rendering abilities. This course also will familiarize the student with the nature of color in pigment, the role of the scenic artist, the mural artist and the history and nature of painting in Theatre, Film, Commercial and Residential settings. Practical development of scaled painting projects is an integral part of this course.

THE 4330 Design/Tech V – Stage Craft II (3)

Prerequisite: THE 2330 or the permission of the instructor

Offered: Every spring semester or as needed

This course involves advanced study of stagecraft through the use of assignments in production, rehearsals and performances. Subjects will include technical management techniques, rigging techniques, free body diagram analysis of forces and loads, and advanced problem solving techniques. This course affords the opportunity of assessment of the student's progress in stagecraft through the evaluation of project solutions developed.

THE 4335 Design/Tech V Lab (1)

Offered: Periodically based on student need

This course includes technical theater projects done in support of each production during the semester. The student will have a role and/or assignment on each production in order to gain a full appreciation of a theatrical season. Attendance at every load-in and strike is mandatory and may also be required at production meetings, work calls, rehearsals, costume parades, technical rehearsals or photo calls.

THE 4500 Special Topics in Theatre (1-4)

Prerequisite: Theatre major or the instructor's approval

Offered: Periodically based on student need

This course presents special topics in theatre. May be repeated for credit.

THE 4900 Senior Seminar (4)

Prerequisite: Senior status or permission of the instructor

Offered every fall semester or as needed

The capstone course involves the instruction of various techniques of the presentation of the acting and musical theatre, costume theatre, design and technical theatre, directing and management, or the education portfolio, including choice, preparation, and evaluation of material and theatre resume. This course serves as an opportunity for students to reflect on their varied experiences in pursuit of the major.

URBAN ECOLOGY (URE)

School of Sciences and Mathematics

URE 3450 Environmental Science and Laboratory (4)

General Education: Quantitative/Analytical course

Offered: Fall semesters, 2018 and 2020

This course is an interdisciplinary study of the interaction of humans with the environment. It will evaluate the ecological, political, social, ethical, and economic aspects of humans' impact on the environment. Topics include resource management, population growth, waste management, pollution, conservation, and alternative energy sources. Lecture 3 hours; laboratory 3 hours. Same as BIO 3450 and OBA 3160 (online only).

URE 3470 Urban Ecology and Laboratory (4)

Prerequisite: BIO 1350 or consent of instructor

Offered: Spring semesters, 2018 and 2020

This course provides an introduction to the composition, ecological processes, and management of urban ecosystems. Topics covered include parks, reservoirs, and greenways; urban wildlife; zoning and

development; environmental politics and problems associated with urban settings. Lecture three hours; laboratory three hours.

URE 3500 Ecology of Urban Greenspaces and Laboratory (4)

Prerequisites: BIO 1350 and URE 3470

Offered: Periodically based on student need

This course is an interdisciplinary study of urban parks, greenways, trails, and paths. It will evaluate the ecological, political, social, and economic processes involved in site evaluation, planning, managing, and sustaining open spaces in urban settings. Lecture three hours, laboratory two hours.

URE 3600 Aquatic Ecology and Laboratory (4)

Prerequisites: BIO 1300, BIO 1350, and either URE 3470 or URE 3450

Offered: Periodically based on student need

This course is a study of the ecology, chemistry, geology, and biology of freshwater ecosystems. Topics covered include biological controls of productivity, species composition of aquatic plants and animals, water treatment processes, effects of pollution, and conservation management. Lecture three hours, laboratory two hours.

URE 3800 Internship (1-8)

Prerequisites: Junior standing; at least 12 semester hours completed at Greensboro College prior to enrolling in the internship; completion of internship contract with the Director of Career and Personal Development, including required permissions

Offered: Every semester as needed

This course offers students the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in urban ecology. The major in urban ecology requires a 3- or 4-hour internship. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled [Internships 3800](#).

ON-GROUND ORGANIZATIONAL LEADERSHIP AND MANAGEMENT PROGRAM

Program Description

The Organizational Leadership and Management (OLM) Program is a 72-hour program which leads to a Bachelor of Business Administration degree. Participants may complete the program in two years, including summers. The program includes courses in business, economics, and accounting, as well as related courses in liberal arts disciplines. The OLM Program requires 72 hours; students will need to complete successfully a total minimum of 124 hours of academic credit to earn the B.B.A. degree.

The OLM Program is offered as an on-ground program with all courses offered at Greensboro College (courses will have the prefix XBP), and also as an online program (courses will have the prefix OBA). All admission and curriculum requirements are the same for the two programs. Students must choose either the on-ground program or the online program and may not switch from one to the other.

For policies and procedures that pertain specifically to Greensboro College's online degree completion programs, see the section of this *Catalog* entitled Policies and Procedures for Online Programs. For a description of the Online Organizational Leadership and Management Program, see the section of this *Catalog* entitled Online Organizational Leadership and Management (OLM) Program.

Admission Requirements

Admission requirements include:

- a completed application for admission.
- one year of college credit earned (24 credit hours) preferred. (If a student has earned less than 24 hours of college credit, a high school transcript or GED is required.)
- a minimum of a 2.5 grade point average (on a 4.0 scale) in all college coursework completed.
- official transcripts from all colleges and universities attended.

Degree Requirements for the Bachelor of Business Administration Degree in the On-Ground Organizational Leadership and Management (OLM) Program

Students pursuing the B.B.A degree through Greensboro College's OLM Program must complete all requirements listed in this *Catalog* in the section entitled All-College Requirements for Undergraduate Degrees. Additionally, students must complete general education requirements listed below, and disciplinary requirements specific to the B.B.A. degree, and the 72 hours of coursework in the OLM Program.

General Education Requirements for the Bachelor of Business Administration Degree

Purpose of the Greensboro College General Education Program

The general education program of Greensboro College is an integral component of the college's mission and is the core of the undergraduate curriculum across all majors. The general education program is dedicated to providing all students with balanced and broad educational opportunities. True to liberal-arts traditions and the college's Methodist roots, the Greensboro College general education program offers students opportunities to develop five general learning outcomes. All graduates of Greensboro College should be able to

1. read critically a variety of texts;
2. write effectively for different purposes and audiences;
3. speak effectively for different purposes and audiences;
4. reason to reach logical conclusions; and
5. think critically about ethics and values.

For students pursuing the B.B.A. degree, completion of the general education program brings the liberal-arts disciplines into their lives in ways that connect the arts and sciences with career-oriented learning applications and professional development situations.

Requirements

General education requirements total 37-40 credit hours (the difference allows for transferred equivalent courses for non-XBP courses). These hours must consist of two composition courses, a humanities course, and a minimum of 31-32 hours across the disciplinary categories listed below.

Composition (6-8 hours)

- ECM 1100 Texts and Contexts
- ECM 1120 Scholarly Texts and Contexts

Humanities Course (4 hours)

- XBP 4165 Ethics and Work (H)
Note: XBP 4165 satisfies the Humanities Course requirement and also the Religion requirement; 4 credit hours are awarded one time only.

Religion (4 hours)

- XBP 4165 Ethics and Work (H)
Note: XBP 4165 satisfies the Religion requirement and also the Humanities Course requirement; 4 credit hours are awarded one time only.

Fine Arts (4 hours)

- XBP 3530 Fine Arts: Traditional and Contemporary Perspectives

Social Sciences (8 hours)

- XBP 3145 Foundations of Economics

- XBP 3195 Economic Issues

Natural Sciences/Mathematics (11-12 hours)

- One of MAT 1010, MAT 1030, MAT 1050, MAT 2020, MAT 2060, MAT 2160, or MAT 2360
- XBP 3160 Human Capital Science
- XBP 4110 Statistics for Management Analysis

Global Perspective (4 hours)

- XBP 4150 Emerging Markets in the Global Economy

Disciplinary Requirements for the Bachelor of Business Administration Degree

To receive a B.B.A. degree in the On-Ground OLM Program, a student must successfully complete XBP 3160 and XBP 4110.

Course Descriptions for On-Ground Organizational Leadership and Management (OLM) Program

XBP 3105 Systems Thinking Management (4)

Offered: Periodically based on student need and the program's rotation of courses

This course fosters an understanding of the management principles that must be used to effectively guide behavior in organizations. The course introduces the concepts of planning, directing, organizing and controlling, providing an overview of the field of practice and communication.

XBP 3120 Professional Communication (4)

Offered: Periodically based on student need and the program's rotation of courses

This course provides extensive practice in business communication for professionals using computer technology to produce different types of correspondence, formal written reports and oral presentations supported by software such as Power Point.

XBP 3145 Foundations of Economics (4)

General Education: Social Sciences

Offered: Periodically based on student need and the program's rotation of courses

This course introduces the fundamentals of both microeconomics and macroeconomics, including supply and demand, the theory of the firm, consumer behavior, macroeconomic equilibrium, unemployment and inflation. Students will also be introduced to economic methodology, including creating arguments, empirical verification and policy decision-making. Students are required to demonstrate proficiency in written communication.

XBP 3150 Financial Accounting (4)

Offered: Periodically based on student need and the program's rotation of courses

This course introduces the basic principles of accounting. The course will focus on the art of recording, classifying, and summarizing financial transactions needed to make business decisions. The construction of key financial statements such as the income statement, balance sheet, and cash flow statements are studied. Computerized accounting packages will be used as the vehicle of instruction.

XBP 3160 Human Capital Science (4)

General Education: Natural Sciences/Mathematics

Offered: Periodically based on student need and the program's rotation of courses

This course is an interdisciplinary study of the interaction of humans with the environment. It will evaluate the ecological, political, social, ethical, and economic aspects of humans' impact on the environment. Topics include resource management, population growth, waste management, pollution, conservation, and alternative energy sources.

XBP 3171 Human Capital Development (4)

Offered: Periodically based on student need and the program's rotation of courses

This course offers an introduction into the conceptual and empirical aspects of managing human resources within and organization. Topics to be covered include: staffing, training and development, compensation, and an overview of employment law.

XBP 3180 Managerial Accounting (4)

Offered: Periodically based on student need and the program's rotation of courses

This course is the study of accounting functions for the benefit of managerial decision making. The preparation and use of job order and process costing systems, cost-volume profit relationships, budgeting, and production standards are studied.

XBP 3195 Economic Issues (4)

General Education: Social Sciences

Offered: Periodically based on student need and the program's rotation of courses

This course applies the economic principles introduced in XBP 3145 and concepts within economic history to issues of public policy. The course explores current economic issues including: government expenditures and revenue collection, government budgeting, fiscal policy-making, and public sector debt. Students are required to demonstrate proficiency in written communication.

XBP 3530 Fine Arts: Traditional and Contemporary Perspectives (4)

General Education: Fine Arts

This course covers special topics in art, music, or theatre, with an emphasis on developing the student's knowledge of and appreciation for selected art forms.

XBP 4110 Statistics for Management Analysis (4)

General Education: Natural Sciences/Mathematics

Offered: Periodically based on student need and the program's rotation of courses

This course is an introduction to elementary statistics. Topics include descriptive statistics, probability and distributions, binomial and normal distributions, hypothesis testing, and t and Chi square distributions.

XBP 4120 Principles of Strategic Marketing (4)

Offered: Periodically based on student need and the program's rotation of courses

This course offers an introduction to marketing principles and practices. Topics to be covered include consumer decision-making, segmentation and target marketing, products, promotions, and distribution.

XBP 4130 The Dynamics of Leading Organizations (4)

Offered: Periodically based on student need and the program's rotation of courses

This course is an in-depth study of leadership theory and current practice. A brief overview of several of the most widely used leadership theories will be presented from a historical perspective. The differences between western leadership thought and leadership practices in other parts of the world will be discussed. Current leadership thought with its emphasis on ethical considerations including cross-cultural considerations will be developed. The student will be encouraged to begin the development of a personal leadership model that will be equally applicable with self, the family, the team, and the organization.

XBP 4135 Operations and Technology Management (4)

Offered: Periodically based on student need and the program's rotation of courses

This course examines the management of operating systems in both goods manufacturing and service producing industries. Topics included are: trade-off analysis, process analysis, workplace methods, production and inventory control systems, capacity planning and operations strategies. This course makes extensive use of case studies in operations management while developing a framework for the analysis of operating systems. The course is designed to be an introduction to operations management and should accommodate the needs of those desiring an overview of operations management as well as those who are planning careers in the operations management area.

XBP 4150 Emerging Markets in the Global Economy (4)

General Education: Global Perspective

Offered: Periodically based on student need and the program's rotation of courses

This course exposes students to international business from all aspects of business management. This course presents the international economic system, the foreign exchange market, forecasting exchange rates, elements of international trade theory, international management theory, aspects of international marketing practices, and management of international economic risk, transaction risk, and translation risk.

XBP 4165 Ethics and Work (H) (4)

General Education: Religion; Humanities course

Offered: Periodically based on student need and the program's rotation of courses

This course explores the unique moral challenges that we might confront at work or as a business in an increasingly globalized economic context. We will confront the assumptions and demands of living in a market economy, both as individual and corporate actors, and we will address some of the long-standing criticisms of the same. We will develop a deeper understanding of morally-charged economic issues, and we will examine prospective guides to help us find our way.

XBP 4170 Financial Management (4)

Offered: Periodically based on student need and the program's rotation of courses

This course will provide the student with a background in financial tools and basic financial analysis. Topics to be covered include analysis of financial statements, ratio analysis, time value of money, stock, and bond valuation, capital budgeting, project analysis and evaluation, and cost of capital determination.

XBP 4180 Legal Environment of Business (4)

Offered: Periodically based on student need and the program's rotation of courses

This course investigates the conduct of business practices and how these practices are determined by a philosophy of living. Models of excellence will be examined as well as ethical failures in the conduct of business. Issues of personal character and corporate integrity will be interwoven with argument analysis, business theory, and case study.

XBP 4190 Strategic Decisions and Market Outcomes (4)

Offered: Periodically based on student need and the program's rotation of courses

This capstone course helps the student develop sound judgment based on the ability to integrate current knowledge and to understand the environment, external circumstances, internal strengths and weaknesses, and self. Many of the functional tools of business will be integrated in this course where there will be significant emphasis on case study.

XBP 4500 Special Topics (4)

Prerequisite: Permission of the instructor

Offered: Periodically based on student need and the program's rotation of courses

This course presents special topics related to the OLM program. May be repeated a maximum of two times.

POLICIES AND PROCEDURES FOR ONLINE UNDERGRADUATE DEGREE COMPLETION PROGRAMS

General Information

Greensboro College offers bachelor degree completion programs that are completely online. These online programs are designed for students to progress as cohort groups (where students are required to complete all classes online) or for students with varying degree completion needs specific to majors. The College offers a selection of online general education courses for online degree completion students. The online degree completion undergraduate programs currently offered are:

- Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree with a major in criminal justice. Specific degree requirements for this program are listed in the sections of this *Catalog* entitled Undergraduate Degree Requirements and Criminal Justice.
- Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree with a major in psychology. Specific degree requirements for this program are listed in the sections of this *Catalog* entitled Undergraduate Degree Requirements and Psychology.
- Bachelor of Business Administration (B.B.A.) degree with a major in business administration through the Organizational Leadership and Management (OLM) Program. Specific degree requirements for this program are listed in the sections of this *Catalog* entitled Undergraduate Degree Requirements and Online Organizational Leadership and Management Program.

Additionally, minors are also available in criminal justice, psychology, and sociology/human services in a completely online format. Minors are optional for students.

Students may enter an online program at one of five starting points during the year: August, October, January, March, or May. Successful completion of each program takes three to five terms (fall semesters, spring semesters, and summer sessions) depending on previous academic record. Each fall and spring semester consists of two 8-week sessions. The summer session consists of one 8-week session. Some courses may be longer or shorter than 8 weeks long contingent on student learning outcome objectives, credits awarded for a course, pedagogical needs, or other educational considerations. The anticipated length of a course is identified by the College prior to the start of each session. To be classified as full-time, a student must take three 4-credit courses per term or the equivalent of 12 credits per term. That may be accomplished by taking two courses in one session and one course in the other session within a semester, or three courses in a summer session. The College reserves the right not to start a cohort or course if enrollment or other factors suggest a delayed start of the cohort or course postponement.

Students who are enrolled in online programs are eligible to participate in intercollegiate athletics, provided they are in compliance with all other eligibility requirements.

Greensboro College also offers on-ground versions of the criminal justice, psychology, and OLM programs. Students must choose either the on-ground program or the online program and may not switch from one to the other. Exceptions to this policy may be requested by completing a Petition for Exception to Academic Policy form, which are available by contacting the Registrar's Office.

The policies and procedures described in this section of the *Catalog* entitled Policies and Procedures for Online Undergraduate Degree Completion Programs pertain only to the online programs. Any activities that are not described in this section are governed by the relevant policies and procedures listed elsewhere in this *Catalog*. Online students should become familiar with all policies and procedures of the College.

Admission

Admission Requirements

A completed application for admission will include all college transcripts and, if fewer than 24 hours of college credit have been earned, the high school transcript (or GED record) is required.

Admission decisions for the online undergraduate degree completion programs at Greensboro College are based on the academic preparation of students. Admission decisions are made by the Admissions Committee in consultation with appropriate faculty and staff, when necessary. Although interviews are not generally required for online students, the Admissions Committee reserves the right to request interviews (by telephone or Skype). Grade reports and/or other supporting information for an applicant's file may also be requested as needed.

All students are admitted contingent on successful completion of courses in progress. The Greensboro College Office of Admissions is open Monday-Friday, 8:30 a.m. to 5:00 p.m. Tours of the campus and interviews may be scheduled by calling (800) 346-8226 or (336) 217-7284. The fax number is (336) 378-0154; the e-mail address is adults@greensboro.edu and the College's web site may be accessed at <http://www.greensboro.edu/>.

Students enrolled in the online degree completion programs are granted adult status. Student already enrolled at Greensboro College who take an online course retain their admission status.

To be considered for admission in the online degree completion programs, students must meet the requirements stated for their specific programs and provide evidence of the ability to do college-level work through an online delivery system.

Transfer Students

Greensboro College accepts transfer credit for courses successfully completed at regionally accredited universities, senior colleges, junior colleges, community colleges and technical colleges. (See also the section of this *Catalog* entitled Transfer Policy.) Transfer credit is not awarded for any of the courses included in the OLM program.

Students should have official transcripts from all colleges attended sent to the Greensboro College Office of Admissions. National standardized test scores (SAT or ACT) are not required. Official evaluation of transfer credits from other institutions is made by the Registrar. Consult the section of this *Catalog* entitled Transfer Policy for details. An applicant who for any reason is ineligible to return to the institution previously attended will be considered for admission to Greensboro College after one semester out of the institution. An interview may be required.

State Authorization

In compliance with the Department of Education guidelines, Greensboro College is unable to offer online programs to students in some states. Therefore, students who reside in these states may not be allowed to enroll in our online programs. Please refer to the website for a complete listing or contact the Office of Admissions for more specific questions at 336-217-7284 or email: adults@greensboro.edu

International Students

Greensboro College welcomes applications from qualified international students. The application procedures are the same as those for secondary school graduates or transfer students, with the exception of test requirements. Prospective international undergraduate students must prove English proficiency in one of the following ways: 1) satisfactory scores on the Scholastic Assessment Test (SAT) or American College Test (ACT), 2) an internet-based minimum score of 76 with minimum section scores of 18 for Reading, 18 for Listening, 20 for Speaking, and 20 for Writing on the Test of English as a Foreign Language (TOEFL), 3) satisfactory score on the Gaokao, 4) satisfactory score on the ITEP, 5) successful completion of the 109 level at any ELS Language Center, 6) successful completion of Level 5 at the American Language Academy, or 7) a minimum score of 76 on the MELAB; with this option the College will also assess oral proficiency post-admission for the purpose of placement. Exceptions may be made by the Dean of Admissions in consultation with appropriate faculty and/or staff.

Readmission

If a student who is enrolled in our online degree completion programs withdraws from the College in good academic standing, she or he may apply for readmission through the Office of Admissions. The readmission application will be forwarded to the Readmission Committee for review. Readmission is not guaranteed. A student who has been suspended for academic reasons may, after one term, apply for readmission on a probationary status. The application for readmission is available online. Readmission after academic suspension requires the approval of both the

Readmission Committee and the Scholastic Standing Committee. A student who has been suspended for disciplinary reasons may reapply after the time period set forth under the conditions of suspension. All conditions set forth in the suspension must be satisfied in order for readmission to be considered. Readmission may require several online or telephonic meetings with the Dean of Students, submission of appropriate documentation, and the fulfillment of behavioral sanctions upon readmission.

Students readmitted to the online programs should be aware that joining a cohort or set of courses at the same place where the student ended may be impossible and thus may need to wait a term until the appropriate course offerings are on the schedule. The Registrar's Office reviews the academic progress of all online students after every term. The Scholastic Standing Committee reviews appeals to academic suspensions and applications for readmission from online students three times per calendar year: May, August, and January.

A student who has taken a medical withdrawal may apply for readmission and must submit documentation from the appropriate health care provider to the Dean of Students verifying the student's health condition and readiness for returning to the College. A student who has attended other colleges or universities during an absence from Greensboro College must provide all complete, official transcripts before his/her readmission status can be determined. Transfer credit will not be awarded until all official transcripts are on file with the Registrar.

A student who has not been enrolled at Greensboro College for seven or more years and wishes to be readmitted will have only the Greensboro College transcript on file, and thus must provide official transcripts from all colleges and universities he/she has attended prior to readmission. Students who are readmitted reenter the College under all provisions and the degree requirements of the current *Catalog*.

Office of Academic Accessibility

Greensboro College is committed to providing equal access to College programs to otherwise qualified students with a disability.

The College provides reasonable and appropriate accommodations to enrolled students with a disability to ensure equal access to the academic program and College-administered activities.

Definition and Voluntary Disclosure of Disability

A student with a disability is defined as one who:

- has a physical or mental impairment that substantially limits a major life activity such as walking, seeing, hearing, speaking, breathing, learning, working or caring for oneself,
- has a record of a substantially limiting impairment or is regarded as having such an impairment.

Qualifying physical or mental impairments may include but are not limited to: mobility/orthopedic impairments, visual impairments, hearing impairments, speech impairments, specific learning disabilities, attention deficit disorders/attention deficit

hyperactivity disorders, psychological disabilities, neurological impairments, traumatic brain injuries or chronic medical conditions such as cancer, diabetes or AIDS.

It is the responsibility of the student with a disability to identify himself or herself prior to receiving services by presenting appropriate documentation to the Director of Academic Accessibility. This should be done as early as possible upon acceptance to the College.

Documentation

Appropriate to the disability, documentation should be current, based on adult norms and include:

- Diagnostic statement identifying the disability using the appropriate DSM-V, ICD-9, or ICD-10 code, date of the current diagnostic evaluation and the date of the original diagnosis.
- Description of the diagnostic testing or diagnostic criteria used; results of diagnostic tests and procedures used, along with dates tests were administered, and when available, both summary and specific test scores.
- Description of the current functional impact of the disability.
- Recommended accommodations, along with treatments, medications and assistive devices/services currently prescribed or in use.
- Description of the expected progression or stability of the disability over time, particularly the next five years.
- The credentials of the diagnosing professional.

Accommodations and Student Responsibilities

Once documentation has been provided to the Director of Academic Accessibility, it is the responsibility of the student to make an appointment to review the documentation. Students must qualify for, and assist in the writing of, the Academic Accessibility Plan (AAP). Student input is a critical part of the process in promoting self-awareness and self-advocacy skills necessary for success at the postsecondary level. The student is also responsible for self-advocating regarding individual needs by notifying his/her instructors at the beginning of each course about any disabilities that may require accommodation.

Modification of Course Requirement/Substitution

A student with a disability may request a course modification/substitution if their disability adversely affects their ability to meet course requirements. In every case the student has the responsibility to provide documentation supporting the need for a program to be modified. Requests for accommodations which involve course substitutions are considered and acted upon by the Accommodations Review Board, which is chaired by the Senior Vice President and Chief Academic Officer.

A course modification/substitution request requires the following:

1. Students make request known in writing and present appropriate documentation to the Director of Academic Accessibility, who then prepares

the case for review by the Accommodations Review Board. A list of required documentation for the case is available in the Office of Academic Accessibility.

2. Such requests should be made as early as possible to facilitate accommodations involving specific scheduling. Students who submit requests as late as their junior year should be advised that, in order to complete the particular requested substitution or accommodation, graduation may be delayed.

The Accommodations Review Board reviews the student's request and the appropriateness of the documentation. Students are responsible if additional documentation, testing, or professional clarification is needed to substantiate a course substitution.

3. The Accommodations Review Board determines the appropriateness of the course modification request. When appropriate, consultation with appropriate faculty is sought.
4. The Senior Vice President and Chief Academic Officer communicates the Accommodations Review Board's decision in writing to the Registrar, student's major advisor, and the student.

The Accommodations Review Board also has authority to hear appeals from students who have concerns about the adequacy of accommodations which have been proposed or granted and to make a final determination regarding the accommodation(s) in question. Inquiries about the Accommodations Review Board may be directed either to the Director of Academic Accessibility or the Senior Vice President and Chief Academic Officer.

Modifications to Attendance Policies

Students requesting modifications to attendance policies set forth by individual instructors as an accommodation for a documented disability must do so by following procedures required by the Office of Academic Accessibility. For additional details about procedures for requesting attendance-related accommodations, please contact the Office of Academic Accessibility. Retroactive accommodations are not permissible.

Counseling Services

Counseling Services offers short-term counseling to all currently enrolled Greensboro College students for any personal or interpersonal concerns that may be impacting academic success or emotional well-being. Counseling is free and confidential, and services are typically provided on an individual basis. Sessions are generally 50 minutes in length and scheduled weekly; however, the length, frequency, duration, and type of treatment will be based on each individual's needs. If it is determined that a student needs more intensive or long-term treatment, or requires resources or competencies that the College cannot provide, students may be referred to an appropriate off-campus provider.

Students entering the College with a diagnosed mental or psychological disorder are encouraged to consult with Counseling Services to discuss strategies for management and treatment options both on campus and in the community. Counseling Services is located at 325 Main Building, and by telephone at 336-272-7102, extension 5224.

Privacy Statement

Greensboro College complies fully with The Family Educational Rights and Privacy Act of 1974 (FERPA). This act protects the privacy of educational records. For additional information, see the sections of this *Catalog* entitled Release of Educational Records and Release of Student Information.

FERPA Privacy Information for Online Courses

The Family Educational Rights and Privacy Act is a federal law that requires colleges to (1) give students access to their education records, and (2) keep personally identifiable education records confidential with respect to third parties. Because the online environment creates a record of student activity, it is subject to FERPA privacy rights, unlike verbal exchanges in a physical classroom. Thus, the following policies are in effect for students enrolled in online courses and programs.

Greensboro College officials have access to all online courses and the archived course documents in order to carry out their job duties. When students submit information electronically, the information is accessible to the faculty member who is teaching the course and to other Greensboro College personnel on a need to know basis. If a class assignment requires shared information among students, then such compositions of students will be available to other students in the class. The public display of student materials will always be identified by instructors prior to the posting of student materials. Therefore, in online courses, discussions, postings, and some student works are accessible to all students in class. However, public postings and student works will not contain grades or other personal information.

Please take special note that students may not be protected by FERPA if they post on social media sites information related to the course but not assigned as part of a course.

Finance

Tuition and Fees

Online degree completion program costs include a \$75 technology and administrative support fee that is charged each semester and each summer session a student is enrolled, and \$355 per credit hour. All costs associated with the purchase of books and other required class materials are the sole responsibility of the student.

Non-online students already enrolled at the College are not charged the one-time online technology and administration fee. Non-online students are not allowed to register for courses in cohort online programs. Non-online students may be allowed to register for online, degree completion program online courses with the permission

of the instructor and on a space available basis.

Most online courses in the online degree completion programs are scheduled for eight-week sessions. It is anticipated that online cohort degree completion students will remain within their cohorts and progress toward graduation by completing all courses in the program as scheduled. All students in non-cohort programs are expected to take one course or two courses per eight-week session.

All tuition payments are due to the College at least 7 calendar days prior to the start of a term. Students may submit advance tuition payments to be credited to their accounts at any time. Withdrawal or absences from the College do not at any time release the student from liability for the full session's charges except at the sole discretion of the College.

Costs are subject to change by the Board of Trustees without notice, but all consideration will be given to alert students of any tuition and fee changes as soon as possible. New tuition and fee rates usually go into effect in August of any calendar year.

Due to FERPA regulations, students are required to deal directly with the Office of Student Accounts for payment of expenses. When a student requests bills to be sent to someone other than herself or himself, the student must so notify the Office of Student Accounts in writing in due time, but this in no way releases the student from liability to established penalties if bills are not paid on the dates advertised. The College will give official written notice of any credit balances to students following withdrawal or completion of College work. Any online student who registers after the first day of a session will be assessed a late registration fee of \$50 for the term.

Tuition and Fees in Summary

Technology and Administrative Fee: \$75 each fall and spring semester and summer session

Tuition: \$355 per credit hour

Late Registration Fee: \$50

Books and Class Materials: Variable Costs

Greensboro College Military Tuition Assistance (TA) Rate Eligibility

The Greensboro College Military Tuition Assistance (TA) rates listed below apply to active duty military personnel and active duty military reserves who have been approved by the appropriate procedures on their bases and are enrolled in undergraduate programs.

Service	GC Tuition Charge	TA Allowance	Covered Fees	Who is Eligible	Apply/Register
Air Force	\$250 per semester credit hour	\$250 per semester credit hour	Tuition, Lab Fees, Enrollment Fees, Special Fees, Computer Fees	Active Duty; Reserves	Must follow TA guidelines; online process
Army	\$250 per semester credit hour	\$250 per semester credit hour	Tuition, Lab Fees, Enrollment Fees, Special Fees, Computer Fees	Active Duty; ARNG on Active Duty; Army Reserves	Must follow TA guidelines; online process
Navy	\$250 per semester credit hour	\$250 per semester credit hour	Tuition, Lab Fees, Enrollment Fees, Special Fees, Computer Fees	Active Duty; Naval Reserves in AD Status	Must follow TA guidelines; NETPDTC 1560
Marines	\$250 per semester credit hour	\$250 per semester credit hour	Tuition, Lab Fees, Enrollment Fees, Special Fees, Computer Fees	Active Duty Only	Must follow TA guidelines; NETPDTC 1560
Coast Guard	\$250 per semester credit hour	\$187.50 per semester credit hour	Tuition, Lab Fees	Active Duty; Reserves in AD Status	Must follow TA guidelines; CG-4147

Payment Regulations

The rules regulating payment of all charges assessed by the College are fixed by the authority of the Executive Committee of the Board of Trustees. Waiver, suspension or alteration of these rules may be authorized only by the Executive Committee. Privileges of class enrollment may be withdrawn if full settlement of charges has not been made with the Office of Student Accounts. An online degree completion student may not register for the succeeding term until indebtedness to the College has been settled by payment in full. Moreover, a student will not be advanced to candidacy for a degree, will not receive an official transcript of college work, and will not be allowed to participate in commencement exercises until all indebtedness to the College has been paid in full.

Refund Information

Registration for course enrollment in the degree completion programs is considered a contract binding the student for charges for the session. However, it is the policy of Greensboro College to give partial refunds in the event students officially withdraw from the College. The term "refund" is defined as a "reduction" in assessed charges. Cash refunds are only available to those having paid accounts. If a student cannot participate in an online degree completion course for the session he/she is registered, and he/she does not follow proper procedures for withdrawing (see [Dismissal and Withdrawal Policies and Procedures](#)), a registration continuation fee of \$100 per session will be charged to the student's account.

Students who are removed from online degree completion programs for disciplinary reasons will not be entitled to a refund.

Students who officially and completely withdraw of their own initiative from Greensboro College at least two business days before the first day of a session will receive a full refund of tuition. Non-refundable deposits and fees will not be refunded.

After the first day of a session, students who officially and completely withdraw of their own initiative will have their tuition refunded according to the following schedule of proration.

Third or fourth calendar days of session:	90% Adjustment
Fifth or sixth calendar days of session:	75% Adjustment
Seventh or eighth calendar days of session:	50% Adjustment
Ninth or tenth calendar days of session:	25% Adjustment
Eleventh or more calendar days of session:	0% Adjustment

Fees other than tuition are not subject to proration.

For those students who withdraw and are receiving financial assistance through Greensboro College, the refund policy is dictated by federal guidelines. The College must refund the programs from which the student received assistance based on the date of withdrawal and percentage of time enrolled. It is therefore imperative that the student follows proper withdrawal procedures to ensure that a fair and equitable refund calculation can be performed. Once the withdrawal date is established and adjustments have been made in the charges incurred based on the length of enrollment, the Financial Aid Office must reduce the student's financial aid accordingly and reimburse the programs before any refund to the student can be made.

Refund Policy for Medical Withdrawals from the Online Degree Completion Programs

Tuition

Students who officially and completely withdraw from the degree completion programs because of medical reasons during a session may select one of the following options:

1. a refund of tuition payments based upon the College's standard refund policy, or
2. a credit of tuition paid by the student for the session. This credit may be used only for future tuition payments at Greensboro College; it is not a refundable credit.

Military Tuition Assistance (TA) Refund Policy

The refund policy for classes that meet in sessions of 8 weeks through 15 weeks in duration will include the Military Tuition Assistance (TA) refunds.

Military TA refunds will be paid directly to the Military Service, not to the Service member, as follows:

- Before the first day of the session in which the class is scheduled, 100% of the TA will be refunded.
- If classes are cancelled, 100% of the TA will be refunded.
- After the beginning of classes, students who officially completely withdraw of their own initiative will have their tuition prorated according to the following schedule:
 - First day of class through the end of drop/add, 90 % adjustment
 - One to three days past the end of drop/add, 75% adjustment
 - Four to seven days past the end of drop/add, 50% adjustment
 - Eight to eleven days past the end of drop/add, 25% adjustment
 - Twelve or more days past the end of drop/add, 0% adjustment

Projected Additional Student Charges Associated with Verification of Student Identity

At the time of enrollment, online degree completion students are given the Greensboro College policy notifying them of any projected additional charges associated with verification of student identity.

The College's policy regarding projected additional student charges associated with verification is the following: Online degree completion students should be aware that at this time Greensboro College anticipates no projected additional student charges associated with verification of student identity. Charges associated with verification procedures have been built into existing tuition.

Financial Aid

General Requirements

Greensboro College is committed to assisting students secure the resources necessary to attend the College through the use of federal and state funding in the form of scholarships, grants, loans. Financial aid is awarded, primarily, on the basis of demonstrated need as a result of filing the Free Application for Federal Student Aid (FAFSA).

To meet general eligibility requirements to be considered for financial aid, a student

must:

- Be enrolled and accepted for enrollment in a program leading to a degree.
- Be making Satisfactory Academic Progress (SAP) toward a degree.
- Not owe a refund or be in default on a student loan received at any institution.
- Be registered with the Selective Service (if required), and confirm that registration.
- Provide a verified Social Security Number.
- Be a U.S. citizen or an eligible non-citizen.
- Demonstrate need or eligibility according to federal and/or state guidelines.

In addition to these general requirements, individual financial assistance programs may have additional requirements specific to that particular program. Examples of these additional requirements are specific grade point average needed to maintain good-standing in the program, or minimum level of enrollment required to be eligible to receive funding. Students should be familiar with the actual requirements for specific programs which apply to them. Students are eligible to receive financial aid for up to four years of full time undergraduate study. Eligibility for online students is based on the number of previous college or university credits accepted by Greensboro College. On occasion, Greensboro College may have scholarship money available solely to online degree completion students. Information about the availability of such programs and application procedures will be distributed to students.

All applicants for financial aid should complete the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed at www.fafsa.ed.gov. A Federal Student Aid (FSA) username and password are required to complete the FAFSA.

Federal Programs

Pell Grant

This federally funded program provides grants to undergraduate students who demonstrate eligibility according to a standardized formula created by Congress. The information is gathered from the filing of the Free Application for Federal Student Aid (FAFSA). The amount of the grant for 2017-2018 ranges from \$0 to \$5,920 (for the year) depending on the student's demonstrated eligibility and the level of enrollment.

Federal Direct Student Loan Program (Subsidized and Unsubsidized)

The Federal Direct Subsidized Loan provides funding for students who demonstrate need according to federal guidelines. The student must file the Free Application for Federal Student Aid (FAFSA) for consideration. First-year students may borrow up to \$3,500; sophomores may borrow up to \$4,500; juniors and seniors may borrow up to \$5,500 per year (up to an aggregate undergraduate total of \$23,000). Repayment begins six months after the student graduates, withdraws, or drops below half-time status.

Students who do not qualify for the Federal Direct Subsidized Loan (or the full

amount) may qualify for an unsubsidized loan. The Federal Direct Unsubsidized Loan is awarded not based on need; however, the student is still required to file the Free Application for Federal Student Aid (FAFSA) to determine if eligibility exists. A student may receive funding from either loan program or a combination of both programs, but the annual amount a student may borrow from the Stafford Loan program remains the same. In addition to the amount that was not borrowed through the Direct Subsidized Loan, the student may borrow an additional \$2,000 in a Federal Direct Unsubsidized Student Loan.

Satisfactory Academic Progress Policies

Statement of Standards:

Students are required to maintain standard academic progress and remain in academic good standing to continue eligibility for financial aid. Students who are applying for financial assistance are expected to be enrolled full time each term during the academic year. Full time enrollment is defined as 12 credits or more per term. Students enrolled less than full time must notify the Financial Aid Office and may be subject to reductions in financial assistance.

Federal regulations require the College's Standards of Satisfactory Academic progress to include the following.

Quantitative Measure:

To remain in good academic standing and retain eligibility for financial aid students must successfully complete at least two-thirds of all hours attempted including Pass/Fail, withdrawals, repeated courses, incompletes, and courses dropped after the last day to drop a course in a session without penalty (as published in the academic calendar).

Qualitative Measure:

Students must maintain the following minimum cumulative grade point average (GPA) on all attempted hours.

For hours attempted:	A minimum GPA must be maintained:
fewer than 28	1.60
at least 28 but fewer than 60	1.80
60 or more	2.00

Maximum Time Frame:

Institutional Programs: For students in the online OLM, criminal justice, and psychology programs, the number of terms of eligibility for institutional programs allowed is based on a student's class level at the time he or she is admitted to Greensboro College.

Federal Aid Programs: For undergraduate programs of study, the maximum time frame for receipt of federal financial aid must be no longer than 150% of the published length of an educational program. At Greensboro College, it takes a total of 124 credits hours to receive a degree; therefore, students are allowed up to 186 attempted hours (including all transfer hours accepted toward completion of a student's program) to be considered for federal financial aid. The maximum time

limits include all hours attempted regardless of whether financial aid was received.

Please note that grades of W (Withdrawal), WF (Withdraw Failing), I (Incomplete), WN, FN, S, and U are not considered satisfactory completion of a course and therefore are not earned hours. They will, however, count as attempted hours. Greensboro College does not offer remedial or developmental courses and transfer credit is not awarded for any courses that are designated as such.

The following chart demonstrates a student's required ratio of attempted hours to earned hours to be considered as progressing toward degree completion within the maximum 150% limit. It is imperative that students who receive Federal Direct Student Loans realize that there is a maximum aggregate amount they may borrow in their undergraduate career. Students who are enrolled for more than four years (the timeframe normally associated with completion of degree requirements at Greensboro College) and who receive federal loans during that time are in jeopardy of losing their eligibility for federal student loans.

When total hours attempted are:	Student must have earned at least:
35 hours	24 hours
65 hours	44 hours
95 hours	64 hours
125 hours	84 hours
155 hours	104 hours
186 hours	124 hours

Transfer Students:

Once transfer credit has been evaluated by the Registrar's Office and the student has been awarded credit hours, then that student will fall under the same quantitative and qualitative requirements as previously noted based on that designated classification. Transfer grades are not factored into the student's cumulative GPA for SAP purposes. The maximum time limits for eligibility for federal financial aid also apply to transfer students based on the number of credits accepted by Greensboro College.

Appeal Procedures:

Academic progress is reviewed each May. Any student not making Satisfactory Academic Progress (SAP) for financial aid will receive a letter from the Greensboro College Financial Aid Office stating that he or she is no longer eligible to receive aid from any federal or state program. Students who do not meet the minimum standards for SAP may appeal their status in order to retain eligibility for financial aid by following the procedures outlined in this *Catalog* in the section entitled Satisfactory Academic Progress Procedures.

Authentication Procedures

The College demonstrates that the student who registers for the degree completion online courses and/or program is the same student who participates in and completes the courses or program and receives the credit for the courses. The College verifies the identity of all students who participate in coursework by using secure login and password codes and an authentication technology and practice that verifying student identification.

All students will be prompted to create a username and password for entry into the College's student information system (Empower). Online courses primarily use Moodle as a platform for course assignments, discussions, postings, and other activities, and students will be provided login information for secure entry for each course. Work submitted by students in online courses is also subject to authentication. Typically this authentication will occur with major grading events such as tests and then randomly throughout the session. If instructors desire an additional level of authentication they will request this action through the Assistant Vice President of Information Technology. In the event that a student does not properly authenticate her or his identity when requested, then that student's access to course work shall be blocked. The instructor, in conjunction with the Assistant Vice President for Information Technology, will then investigate to determine if a charge of violation of academic honor code is warranted. The investigation into authentication failures will be initiated within 72 hours of the event and a finding delivered within one week of the event. College procedures regarding the reporting and administration of charges of academic honor code violation are found in the section of this *Catalog* entitled Academic Honor Code.

Greensboro College anticipates no projected additional student charges associated with verification of student identity. Charges associated with verification procedures have been built into existing tuition.

Academic Policies and Procedures

Please see the section entitled Academic Policies and Procedures of this *Catalog* for a description of Greensboro College academic policies and procedures, including the academic honor code, academic advising, the academic calendar, grievance procedures, writing referral program, grading, and academic recording keeping, credit transfer policies, academic progress, academic honors and other pertinent academic elements.

Restrictions on Online Course Enrollments for International Students

International students who hold an F-1 visa and who have physical residence in the United States are allowed to enroll in no more than one completely online course per semester or summer session. This regulation has been established by the United States Department of State and Office of Homeland Security. International students residing outside of the United States are not restricted by the Department of State or Office of Homeland Security to the number of online courses in which they may enroll per term.

Dismissal and Withdrawal Policies and Procedures

The Standards Review Committee is an ad-hoc committee consisting of the Chief Academic Officer, Chief Operations Officer, Associate Vice President for Academic Administration, and Dean of Students. The Committee may be convened by any member to address a student concern that may arise that is not specifically covered by

College policy. The Standards Review Committee will review all cases of dismissals and administrative withdrawals.

Dismissal

The College reserves the right at any time to dismiss any student who fails to maintain the required standard of scholarship, who willfully violates the rules and regulations of the College, or whose general conduct convinces the administration that he/she has not become adapted to this institution. Such dismissal shall be made by the Standards Review Committee. A student who is dismissed under the provisions of this paragraph may not apply for readmission to Greensboro College. Please see the *Pride Guide* for more details. A student who is dismissed under the provisions of this paragraph may appeal the dismissal to the President of the College within two business days of the decision to dismiss the student.

Withdrawal

Administrative Withdrawal

The College reserves the right at any time to administratively withdraw any student who, in the judgment of the College, fails to maintain the required standard of scholarship or who willfully violates the rules and regulations of the College or whose general conduct convinces the administration that the student has not become adapted to this institution. The Standards Review Committee shall make such an administrative withdrawal. A student who is administratively withdrawn under the provisions of this paragraph may apply for readmission to Greensboro College; any conditions under which a readmission will be considered will be outlined in writing to the student. Please see the *Pride Guide* for more details. A student who is administratively withdrawn under the provisions of this paragraph may appeal the dismissal to the President of the College within two business days of the decision to administratively withdraw the student.

Voluntary Withdrawal or Transfer

Once a student has been formally registered and desires to completely withdraw from all courses, it is necessary to do so in writing. Students should obtain a withdrawal form from the Dean of Students and complete an exit interview. The exit interview may be conducted by telephone at 336-272-7102, extension 5227 or 5548.

Students who withdraw on their own initiative will be governed by the following academic policies: Withdrawal from courses through the end of that term's drop/add period will result in the deletion of the courses from the academic record. Students withdrawing from courses beginning the first day after that term's drop/add period through the term's published deadline to withdraw without academic penalty will receive grades of W. A grade of W does not compute in the grade point average. Students withdrawing after the term's published deadline to withdraw without academic penalty will receive grades of WF. A grade of WF computes in the grade point average as a grade of F. Students withdrawing completely from Greensboro College on their own initiative should consult the section of this *Catalog* entitled [Refund Information](#) for the refund policy.

If a student withdraws completely from the college and then decides to re-enroll, he/she must re-apply for admission through the Admissions Office. Re-enrollment may be granted pending good status with Student Accounts, Financial Aid, Student Development, and the Registrar.

Medical Withdrawal

To be considered for a medical withdrawal, a student must obtain documentation from a health care provider to accompany a letter to the Dean of Students. Students seeking a partial or full medical withdrawal need the approval of the Dean of Students. Students approved to withdraw for medical reasons through the term's published midpoint will receive a grade of W with no academic penalty. Students withdrawing medically after the published deadline for course withdrawal without academic penalty will receive grades of either W or WF, depending upon their progress in their courses. This information will be obtained directly from the instructors by the Registrar's Office. If approved, refunds will be determined according to the refund policy for medical withdrawals. Consult the section of this *Catalog* entitled Refund Information. Readmission may be contingent upon assessment and documentation from an outside medical professional, as well as good status with Student Accounts, Financial Aid, Student Development, and the Registrar.

Unofficial Withdrawal

The following grades shall be assigned to students whose lack of class attendance affects their performance.

- If a student is withdrawn from a class by the professor due to excessive absences prior to the deadline to withdraw from a class without penalty, then that student shall receive a final grade of WN (Withdrawal for non-attendance) by the professor. The WN grade does not affect the academic grade point average.
- If a student is withdrawn from a class by the professor due to excessive absences after the deadline to withdraw from a class without penalty, then that student shall receive a final grade of FN (Failure for non-attendance) by the professor. The FN grade calculates in the academic grade point average as an F.
- If a student remains enrolled in a class for an entire term and has failed the class because his or her lack of attendance in that class has had a direct and substantial negative effect on the final grade, then that student shall receive a final grade of FN (Failure for non-attendance). The FN grade calculates in the academic grade point average as an F.

If, at the end of a semester, a student has received all grades of FN and/or WN, then it shall be determined that the student has unofficially withdrawn from the College and his/her name shall be given to the Director of Financial Aid for Federal financial aid eligibility determination and to the Dean of Students for withdrawal processing.

Military Leave of Absence

Greensboro College recognizes that some students may be active members or reservists in a branch of the armed forces. If such students provide documentation to the Registrar that their service obligation will interrupt a term in which they are actively enrolled and the Registrar confirms that satisfactory academic progress was being made prior to the interruption of their studies, appropriate accommodations will be arranged so that the students can complete the course(s) they were taking at the time of the interruption. Accommodations could include completing course(s) online or the assignment of a grade extension, CO (Carry Over), to allow the student extra time to complete course(s).

Additionally, an appropriate accommodation may be a Military Leave of Absence until such time as they can return to the College in a subsequent new term. Punitive grades will not be issued when a Military Leave of Absence is granted. The appropriate accommodation(s) will be decided by the individual course instructors, based on what is reasonable for a given course.

Suspension or Dismissal for Disciplinary Reasons

Students who are suspended or dismissed from Greensboro College for disciplinary reasons through the term's published deadline for course withdrawal without academic penalty will receive a grade of W with no academic penalty. Students who are suspended or dismissed from Greensboro College for disciplinary reasons after the published deadline for course withdrawal without academic penalty will receive grades of W or WF, depending upon their progress in their courses. This information will be obtained directly from the instructors by the Registrar's Office. A student removed from the residence halls, suspended or dismissed from Greensboro College for disciplinary reasons will not be entitled to a refund of any tuition, fees, or room and board charges.

Academic Withdrawal

Students who have attempted at least 6 hours at Greensboro College and who are in their first or second semester must attain a minimum cumulative grade point average of 1.0 in order to be eligible to enroll for the following semester. Students who do not meet this minimum grade point average will be academically withdrawn. Students who have been academically withdrawn must apply for readmission and also must receive the permission of the Scholastic Standing Committee to enroll in a subsequent semester. Readmission is not guaranteed.

Students who have been academically withdrawn have the right of appeal. To be considered eligible to enroll for the following semester, a student must write to the Scholastic Standing Committee, in care of the Associate Vice President for Academic Administration, within the time period designated in the letter of notification of academic withdrawal. If no letter is received, the College will assume that the student does not intend to appeal and will release class and residence hall space, refunding any deposits. Students are allowed to appeal in person before the Scholastic Standing Committee. If the student wishes to appeal in person, this should be stated in the letter of appeal. A written appeal is as valid as a personal appearance.

If circumstances prevent a student from completing the withdrawal procedure as

described above, the student is required to notify the Dean of Students. A student may notify the Dean of Students in person, by telephone, or by e-mail.

ONLINE ORGANIZATIONAL LEADERSHIP AND MANAGEMENT PROGRAM

Program Description

The online Organizational Leadership and Management (OLM) Program is a 72-hour program which leads to a Bachelor of Business Administration degree. Participants may complete the program in two years, including summers. The program includes courses in business, economics, and accounting, as well as related courses in liberal arts disciplines. The OLM Program requires 72 hours; students will need to complete successfully a total minimum of 124 hours of academic credit to earn the B.B.A. degree.

The OLM Program is offered as an on-ground program with all courses offered at Greensboro College (courses will have the prefix XBP), and also as an online program (courses will have the prefix OBA). All admission and curriculum requirements are the same for the two programs. Students may not switch from the online program to on-ground program, or vice versa.

For policies and procedures that pertain specifically to Greensboro College's online degree completion programs, see the section of this *Catalog* entitled Policies and Procedures for Online Programs. For a description of the On-Ground Organizational Leadership and Management Program, see the section of this *Catalog* entitled On-Ground Organizational Leadership and Management (OLM) Program.

Admission Requirements

Admission requirements include:

- a completed application for admission.
- previous college work preferred. (If a student has earned less than 12 hours of college credit, the high school or GED transcript is required.)
- a minimum of a 2.5 grade point average (on a 4.0 scale) in all college coursework completed.

Degree Requirements for the Bachelor of Business Administration Degree in the Online Organizational Leadership and Management (OLM) Program

Students pursuing the B.B.A degree through Greensboro College's OLM Program must complete all requirements listed in this *Catalog* in the section entitled All-College Requirements for Undergraduate Degrees. Additionally, students must complete general education requirements listed below, disciplinary requirements specific to the B.B.A. degree, and the 72 hours of coursework in the OLM Program.

General Education Requirements for the Bachelor of Business Administration Degree

Purpose of the Greensboro College General Education Program

The general education program of Greensboro College is an integral component of the college's mission and is the core of the undergraduate curriculum across all majors. The general education program is dedicated to providing all students with balanced and broad educational opportunities. True to liberal-arts traditions and the college's Methodist roots, the Greensboro College general education program offers students opportunities to develop five general learning outcomes. All graduates of Greensboro College should be able to

1. read critically a variety of texts;
2. write effectively for different purposes and audiences;
3. speak effectively for different purposes and audiences;
4. reason to reach logical conclusions; and
5. think critically about ethics and values.

For students pursuing the B.B.A. degree, completion of the general education program brings the liberal-arts disciplines into their lives in ways that connect the arts and sciences with career-oriented learning applications and professional development situations. The online environment specific to the Online OLM Program provides these academic opportunities to students who are located outside of Greensboro College's campus.

Requirements

General education requirements total 37-40 credit hours (the difference allows for transferred equivalent courses for non-XBP courses). These hours must consist of two composition courses, a humanities course, and a minimum of 31-32 hours across the disciplinary categories listed below.

Composition (6-8 hours)

- ECM 1100 Texts and Contexts
- ECM 1120 Scholarly Texts and Contexts

Humanities Course (4 hours)

- OBA 4165, Ethics and Work (H)
Note: OBA 4165 satisfies the Humanities Course requirement and also the Religion requirement; 4 credit hours are awarded one time only.

Religion (4 hours)

- OBA 4165 Ethics and Work (H)
Note: OBA 4165 satisfies the Religion requirement and also the Humanities Course requirement; 4 credit hours are awarded one time only.

Fine Arts (4 hours)

- OBA 3530 Fine Arts: Traditional and Contemporary Perspectives

Social Sciences (8 hours)

- OBA 3145 Foundations of Economics
- OBA 3195 Economic Issues

Natural Sciences/Mathematics (11-12 hours)

- One of MAT 1010, MAT 1030, MAT 1050, MAT 2020, MAT 2060, MAT 2160, or MAT 2360
- OBA 3160 Human Capital Science
- OBA 4110 Statistics for Management Analysis

Global Perspective (4 hours)

- OBA 4150 Emerging Markets in the Global Economy

Disciplinary Requirements for the Bachelor of Business Administration Degree

To receive a B.B.A. degree in the Online OLM Program, a student must successfully complete OBA 3160 and OBA 4110.

Course Descriptions for Online Organizational Leadership and Management (OLM) Program**OBA 3105 Systems Thinking Management (4)**

Offered: Periodically based on student need and the program's rotation of courses

This course fosters an understanding of the management principles that must be used to effectively guide behavior in organizations. The course introduces the concepts of planning, directing, organizing and controlling, providing an overview of the field of practice and communication. This course is offered online only.

OBA 3120 Professional Communication (4)

Offered: Periodically based on student need and the program's rotation of courses

This course provides extensive practice in business communication for professionals using computer technology to produce different types of correspondence, formal written reports and oral presentations supported by software such as Power Point. This course is offered online only.

OBA 3145 Foundations of Economics (4)

General Education: Social Sciences

Offered: Periodically based on student need and the program's rotation of courses

This course introduces the fundamentals of both microeconomics and macroeconomics, including supply and demand, the theory of the firm, consumer behavior, macroeconomic equilibrium, unemployment and inflation. Students will also be introduced to economic methodology, including creating arguments, empirical verification and policy decision-making. Students are required to demonstrate proficiency in written communication. This course is offered online only.

OBA 3150 Financial Accounting (4)

Offered: Periodically based on student need and the program's rotation of courses

This course introduces the basic principles of accounting. The course will focus on the art of recording, classifying, and summarizing financial transactions needed to make business decisions. The construction of key financial statements such as the income statement, balance sheet, and cash flow statements are studied. Computerized accounting packages will be used as the vehicle of instruction. This course is offered online only.

OBA 3160 Human Capital Science (4)

General Education: Natural Sciences/Mathematics

Offered: Periodically based on student need and the program's rotation of courses

This course is an interdisciplinary study of the interaction of humans with the environment. It will evaluate the ecological, political, social, ethical, and economic aspects of humans' impact on the environment. Topics include resource management, population growth, waste management, pollution, conservation, and alternative energy sources. Same as BIO 3450 and URE 3450. This course is offered online only.

OBA 3171 Human Capital Development (4)

Offered: Periodically based on student need and the program's rotation of courses

This course offers an introduction into the conceptual and empirical aspects of managing human resources within and organization. Topics to be covered include: staffing, training and development, compensation, and an overview of employment law. This course is offered online only.

OBA 3180 Managerial Accounting (4)

Offered: Periodically based on student need and the program's rotation of courses

This course is the study of accounting functions for the benefit of managerial decision making. The preparation and use of job order and process costing systems, cost-volume profit relationships, budgeting, and production standards are studied. This course is offered online only.

OBA 3195 Economic Issues (4)

General Education: Social Sciences

Offered: Periodically based on student need and the program's rotation of courses

This course applies the economic principles introduced in OBA 3145 and concepts within economic history to issues of public policy. The course explores current economic issues including: government expenditures and revenue collection, government budgeting, fiscal policy-making, and public sector debt. Students are required to demonstrate proficiency in written communication. This course is offered online only.

OBA 3530 Fine Arts: Traditional and Contemporary Perspectives (4)

General Education: Fine Arts (OLM students); Artistic/Literary (all other undergraduates)

Offered: Periodically based on student need and the program's rotation of courses. This course covers special topics in music or theatre with an emphasis on developing the student's knowledge of and appreciation for selected art forms. Same as MUS 3530 and THE 3530. This course is offered online only.

OBA 4110 Statistics for Management Analysis (4)

General Education: Natural Sciences/Mathematics

Offered: Periodically based on student need and the program's rotation of courses

This course is an introduction to elementary statistics. Topics include descriptive statistics, probability and distributions, binomial and normal distributions, hypothesis testing, and t and Chi square distributions. This course is offered online only.

OBA 4120 Principles of Strategic Marketing (4)

Offered: Periodically based on student need and the program's rotation of courses

This course offers an introduction to marketing principles and practices. Topics to be covered include consumer decision-making, segmentation and target marketing, products, promotions, and distribution. This course is offered online only.

OBA 4130 The Dynamics of Leading Organizations (4)

Offered: Periodically based on student need and the program's rotation of courses

This course is an in-depth study of leadership theory and current practice. A brief overview of several of the most widely used leadership theories will be presented from a historical perspective. The differences between western leadership thought and leadership practices in other parts of the world will be discussed. Current leadership thought with its emphasis on ethical considerations including cross-cultural considerations will be developed. The student will be encouraged to begin the development of a personal leadership model that will be equally applicable with self, the family, the team, and the organization. This course is offered online only.

OBA 4135 Operations and Technology Management (4)

Offered: Periodically based on student need and the program's rotation of courses

This course examines the management of operating systems in both goods manufacturing and service producing industries. Topics included are: trade-off analysis, process analysis, workplace methods, production and inventory control systems, capacity planning and operations strategies. This course makes extensive use of case studies in operations management while developing a framework for the analysis of operating systems. The course is designed to be an introduction to operations management and should accommodate the needs of those desiring an overview of operations management as well as those who are planning careers in the operations management area. This course is offered online only.

OBA 4150 Emerging Markets in the Global Economy (4)

General Education: Global Perspective

Offered: Periodically based on student need and the program's rotation of courses

This course exposes students to international business from all aspects of business management. This course presents the international economic system, the foreign exchange market, forecasting exchange rates, elements of international trade theory, international management theory, aspects of international marketing practices, and management of international economic risk, transaction risk, and translation risk. This course is offered online only.

OBA 4165 Ethics and Work (H) (4)

General Education: Religion; Humanities course

Offered: Periodically based on student need and the program's rotation of courses

This course explores the unique moral challenges that we might confront at work or as a business in an increasingly globalized economic context. We will confront the assumptions and demands of living in a market economy, both as individual and corporate actors, and we will address some of the long-standing criticisms of the same. We will develop a deeper understanding of morally-charged economic issues, and we will examine prospective guides to help us find our way. Same as REP 1630. This course is offered online only.

OBA 4170 Financial Management (4)

Offered: Periodically based on student need and the program's rotation of courses

This course will provide the student with a background in financial tools and basic financial analysis. Topics to be covered include analysis of financial statements, ratio analysis, time value of money, stock, and bond valuation, capital budgeting, project analysis and evaluation, and cost of capital determination. This course is offered online only.

OBA 4180 Legal Environment of Business (4)

Offered: Periodically based on student need and the program's rotation of courses

This course investigates the conduct of business practices and how these practices are determined by a philosophy of living. Models of excellence will be examined as well as ethical failures in the conduct of business. Issues of personal character and corporate integrity will be interwoven with argument analysis, business theory, and case study.

OBA 4190 Strategic Decisions and Market Outcomes (4)

Offered: Periodically based on student need and the program's rotation of courses

This capstone course helps the student develop sound judgment based on the ability to integrate current knowledge and to understand the environment, external circumstances, internal strengths and weaknesses, and self. Many of the functional tools of business will be integrated in this course where there will be significant emphasis on case study. This course is offered online only.

OBA 4500 Special Topics (4)

Prerequisite: Permission of the instructor

Offered: Periodically based on student need and the program's rotation of courses

This course presents special topics related to the OLM program. May be repeated a maximum of two times. This course is offered online only.

PERSONNEL*

Full Time Faculty

Victor E. Archibong (1987),** *Professor of Political Science*, B.L., Nigerian Law School; J.D., University of Puget Sound; B.S., M.Phil., M.A., Ph.D., University of Kansas

John W. Barbrey (2016), *Assistant Professor of Criminal Justice*, B.A., Clemson University; M.P.A., Clemson University/University of South Carolina; Ph.D., University of Tennessee, Knoxville

Rebecca F. Blomgren (1988), *Jefferson-Pilot Professor of Education; Director of the Teacher Education Program; Dean, School of Social Sciences and Education*, A.B., M.Ed., Indiana University; Ed.D., University of North Carolina at Greensboro

Calhoun Bond, Jr. (1994), *Professor of Biology*, B.A., Amherst College; Ph.D., University of North Carolina at Chapel Hill

Lauren M. Brewer (2017), *Reference and Instruction Librarian*, B.A., M.L.I.S., University of North Carolina at Greensboro

Robert W. Brewer (2005), *Assistant Professor of Religion, Campus Chaplain*, B.S., Appalachian State University; M.Div., Candler School of Theology, Emory University; Th.D., University of Toronto

Jonathan P. Brotherton (1998), *Professor of Music*, B.A., George Fox College; M.M., D.M.A., University of Cincinnati

Heather Chacón (2015), *Assistant Professor of English, Director of the Writing Program*, B.A., M.A., Ball State University; Ph.D., University of Kentucky

Neill M. Clegg, Jr. (1989), *Associate Professor of Music*, B.M., M.M., University of North Carolina at Greensboro

Susan D. Connelly (2003), *Professor of Education*, B.A., M.Ed., University of North Carolina at Charlotte; Ph.D., University of North Carolina at Greensboro

Michael F. Crombie (2011), *Assistant Professor of Business Administration*, B.B.A., Saint Michael's College; M.B.A., Saint John's University

Lawrence D. Czarda (2010), *Professor of Public Administration, President of the College*, B.A., Bridgewater College; M.P.A., The American University; Ph.D., George Mason University

Debra Davidson (1986), *Professor of Education*, B.S., Appalachian State University; M.S., University of Nebraska at Omaha; Ph.D., University of Nebraska

* Personnel listed in this section are accurate at the time of publication.

** Year of initial appointment

Stuart Davidson (1997), *Professor of Mathematics*, B.S., Heriot Watt University (Scotland); M.S., Ph.D., Old Dominion University

Nicholás Eilbaum (2017), *Visiting Assistant Professor of Sociology and Criminal Justice*, B.A., University of Buenos Aires; M.A., Ph.D., Cornell University

David E. Fox (1990), *Professor of Music*, B.M., M.M., University of North Carolina at Greensboro; Ed.D., Columbia University

Andrew Graham (2008), *Instructor of Athletic Training*, B.S., Samford University; M.H.A., Strayer University

Josephine Hall (2011) *Associate Professor of Theatre*, B.A., University of Birmingham; M.F.A., Louisiana State University

L. Wayne Harrison (2001), *Professor of Chemistry*, B.A., University of Tennessee at Chattanooga; Ph.D., Iowa State University

Randy R. Hunt (1991), *Professor of Exercise and Sport Studies*, B.A., Glenville State College; M.S., Ed.D., West Virginia University

Ashley S. Hyers (1997), *Assistant Professor of Theatre and Dance*, B.S., Wofford College; M.Ed., University of North Carolina at Greensboro

L. Wayne Johns (2007), *Professor of English*, B.A., St. Andrew's Presbyterian College; M.F.A., Georgia State University; Ph.D., Florida State University

Amy A. Jordan (2016), *Collections Services Librarian*, B.F.A., Savannah College of Art and Design; M.L.I.S., University of North Carolina at Greensboro

Kathleen Keating (1998), *Professor of English*, B.A., Wellesley College; M.A., Ph.D., University of California at Irvine

Elena T. King (2014), *Assistant Professor of English and Teaching English to Speakers of Other Languages*, B.A., University of North Carolina at Chapel Hill; M.A.T., Ph.D., University of North Carolina at Charlotte

James v Langer (1995), *Professor of Art*, B.F.A., Boston University; M.F.A., University of North Carolina at Greensboro

Paul L. Leslie (1989), *Professor of Sociology, Senior Vice President and Chief Academic Officer*, B.A., Clark University; M.A., Ph.D., Boston University

G. Jean Lojko (1981), *Professor of Physical Education*, B.S., University of North Carolina at Greensboro; M.A., Appalachian State University

William MacReynolds (2014), *Assistant Professor of Economics; Dean, School of Business*, B.S., University of California at Berkeley; Ph.D., University of Southern California

Daniel J. Malotky (2003), *Lucy H. Robertson Professor of Religion and*

Philosophy; Dean, School of Humanities, B.A., St. Olaf College; M.A., Ph.D., University of Chicago

Richard A. Mayes (1985), *Jefferson-Pilot Professor of Biology, Dean of the Faculty*, B.S., M.S., University of Illinois; Ph.D., University of Texas

Jason A. Myers (2015), *Assistant Professor of Religion*, B.A., Cedarville University; M.Div., Grand Rapids Theological Seminary; Ph.D., Asbury Theological Seminary

Jane G. McKinney (1988), *Professor of Music*, B.M., M.M., Ed.D., University of North Carolina at Greensboro

William Perry Morgan-Hall (2011), *Assistant Professor of Theatre*, B.F.A., M.S., Long Island University; M.F.A., Naropa University

Sheila J. Nayar (1999), *Professor of English and Communication Studies*, B.A., Concordia University; M.F.A., Columbia University; Ph.D., University of North Carolina at Chapel Hill

Allison L. Palmadessa (2014), *Associate Professor of History*, B.A., Greensboro College; M.A., Ph.D., University of North Carolina at Greensboro

Anna Peluso (2016), *Assistant Professor of Health Sciences*, B.S., M.S., D.P.T., Ph.D. University of Pittsburgh

E. Adam Pennell (1998), *Professor of Mathematics*, B.S., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University

Jonathan L. Pickeral (2015), *Instructor of Kinesiology*, B.S., Greensboro College; M.S.Ed., Canisius College

Michelle Plaisance (2014), *Associate Professor of English and Teaching English to Speakers of Other Languages*, B.A., University of North Carolina at Wilmington; M.A.T., Ph.D., University of North Carolina at Charlotte

William W. Ritter (2013), *Director of the Library*, A.A.S., Randolph Community College; B.S., Appalachian State University; M.L.I.S., University of North Carolina at Greensboro

Jason A. Rogers (2014), *Associate Professor of Psychology*, A.A., De Anza Community College; B.A., San Jose State University; M.S., Ph.D., Washington State University

John A. Saari (1990), *Professor of Theatre*, B.A., Lake Superior University; M.F.A., Virginia Polytechnic Institute and State University

David J. Schram (1989), *Jefferson-Pilot Professor of Theatre; Dean, School of the Arts*, B.A., Biscayne College; M.F.A., Florida State University

Jessica G. Sharpe (2007), *Professor of Biology; Dean, School of Sciences and*

Mathematics, B.A., University of North Carolina at Chapel Hill; Ph.D., Brody School of Medicine at East Carolina University

Kristin Sheridan (2014), *Visiting Assistant Professor of Psychology*, B.S., Greensboro College; M.S.W., University of North Carolina at Greensboro and North Carolina Agricultural and Technical State University; Ed.D., Argosy University

Michael P. Sistrom (2003), *Professor of History*, B.A., University of Oregon; M.A., Ph.D., University of North Carolina at Chapel Hill

Deirdre Sommerlad-Rogers (2011), *2017-2018 Moore Professor of Sociology*, A.A., DeAnza College; B.A., M.A., San Jose State University; Ph.D., Bowling Green State University

Brittany Søndberg (2015), *Assistant Professor of Art*, B.F.A., East Carolina University; M.F.A., University of North Carolina at Greensboro

Natasha W. Veale (2014), *Associate Professor of Special Education*, B.S., University of North Carolina at Greensboro; B.S., North Carolina Agricultural and Technical State University; M.Ed., University of North Carolina at Greensboro; Ph.D., Capella University

Teresa M. Walker (2013), *Assistant Professor of Accounting*, B.S., North Carolina State University; M.S., University of North Carolina at Greensboro; Certified Public Accountant, State of North Carolina

Benjamin Wall (2015), *Assistant Professor of Religion*, B.A., Southeastern College at Wake Forest; M.A., Th.M., Southeastern Baptist Theological Seminary; Ph.D., University of Aberdeen

Adjunct Faculty

Lisa Amani (2009), *Adjunct Instructor of Kinesiology*, B.A., The American University

Thomas W. Anderson (2016) *Adjunct Instructor of Special Education*, B.A., University of Colorado; M.Ed., University of North Carolina at Greensboro

Caryn J. Atwater (2015), *Adjunct Instructor of Career and Life Directions, Director of Career and Personal Development*, B.S., Long Island University/C.W. Post; M.A., Tufts University

Susan Bates (2010), *Adjunct Instructor of Church Music*, B.M., Salem College; M.M., M.M.A.(organ performance), Yale University

Tatia Beal (2004), *Adjunct Instructor of Spanish*, B.A., M.A., Central Michigan University

Georgieann Bogdan (2016), *Adjunct Instructor of Greensboro College Seminar, Director of Academic Accessibility, Study Abroad Advisor*, B.A., University of North

Carolina at Greensboro; M.A., Wake Forest University

Jessica Bostic (2014), *Adjunct Instructor of Biology*, B.A., University of North Carolina at Charlotte; M.A., University of Nebraska

Kristen L. Brown (2012), *Adjunct Instructor of Sociology*, A.A., Diablo Valley College; B.A., Humbolt State University; M.A., University of North Carolina at Greensboro

Terry Burgin (2011), *Adjunct Instructor of English Education*, B.A., University of North Carolina at Chapel Hill; M.A., North Carolina State University; Ed.D., University of North Carolina at Greensboro

Sherea D. Burnett (2016), *Adjunct Instructor of Legal Administration*, B.A., University of North Carolina at Chapel Hill; J.D., Elon University School of Law

Rebecca B. Caison (2015), *Adjunct Instructor of Education*, B.S., North Carolina State University; M.Ed., University of North Carolina at Chapel Hill

Erin Callahan (2016), *Adjunct Instructor of English and Teaching English to Speakers of Other Languages*, B.A., Yale University; M.A., North Carolina State University; M.A., Ph.D., Duke University

Daniel S. Cameron (2013), *Adjunct Instructor of English*, B.A., M.A.T., University of North Carolina at Chapel Hill

Alicia Campbell (2002), *Adjunct Instructor of Flute*, B.S., Hartt School of Music

Theresa J. Campbell (2008), *Adjunct Instructor of History*, B.A., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

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Thomas D. Coleman (2016) *Adjunct Instructor of Mathematics*, B.A., State University of New York at Geneseo; M.A., Johns Hopkins University; Ph.D., University of Maryland, College Park

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William Crawford (1994), *Adjunct Instructor of Percussion*, B.S., North Carolina Agriculture and Technical State University

Jeanine P. Dawson (2015), *Adjunct Instructor of Accounting*, B.S., University of Maryland; M.A., Regent University; M.Ed., Dallas Baptist University

Leane O. Dennis (2014), *Adjunct Instructor of Physical Education*, B.S., Murray State University; M.S., Indiana University

Amanda Diorio (2015), *Adjunct Instructor of Dance*, B.F.A., Temple University; M.F.A., University of North Carolina at Greensboro

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Jasmine C. Fuller (2016), *Adjunct Instructor of Health Sciences*, B.S., Greensboro College; M.S., East Carolina University

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Eve P. Hubbard (1990), *Adjunct Instructor of Violin*, B.M., University of North Carolina at Greensboro; M.M., Northwestern University

Greg Hyslop (1990), *Adjunct Instructor of Guitar*, B.M., Berklee College of Music

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Eric M. Juth (2016), *Adjunct Instructor of Communications*, B.F.A., Temple University; M.F.A., Wake Forest University

Michael J. Kamtman (2008), *Adjunct Instructor of Theatre*, B.A., Bucknell University; M.A., University of Connecticut; M.F.A., University of North Carolina

Karl Kassner (2004), *Adjunct Instructor of Trumpet*, B.M., North Carolina School of the Arts

Tammy V. Key (2017), *Adjunct Instructor of Elementary Education*, B.S., University of North Carolina at Greensboro; M.Ed., Elon University

Jeff S. Kinard (2015), *Adjunct Instructor of History*, B.F.A., M.F.A., University of North Carolina at Greensboro; M.A., Ph.D., Texas Christian University

Alfred R. Kraemer (2013), *Adjunct Instructor of English*, B.A., Beloit College; M.S.L.S., University of North Carolina at Chapel Hill; M.A., North Carolina State University; Ph.D., University of North Carolina at Greensboro

Anna Lampidis (2015), *Adjunct Instructor of Music, Adjunct Instructor of Oboe*, B.M., University of Miami (Florida); M.M., Yale University; D.M.A., University of North Carolina at Greensboro

Marjorie B. Larkin (1991), *Adjunct Assistant Professor of Biology and Science Education Emerita*, B.S., University of Georgia; M.A.T., Georgia Southern University

Peter Larson (2012), *Adjunct Instructor of English*, A.B., University of California at Berkeley; M.A., Stanford University

Christina M. Lipstreu (2013), *Adjunct Instructor of Education*, B.A., M.Ed., Greensboro College

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Matthew P. Long (2007), *Adjunct Assistant Professor of Religion, Dean of Students*, B.S., Eastern Michigan University; M.Ed., North Carolina State University; Ed.D., Southeastern Baptist Theological Seminary

Vivian A. Lutian (2015), *Adjunct Instructor of English*, B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro

Kathy J. Lyday (2003), *Adjunct Instructor of English and Teaching English to Speakers of Other Languages*, B.A., M.A., Tennessee Technological University; Ph.D., University of Tennessee

Emily J. Mails (2016), *Adjunct Instructor of Theatre*, B.F.A., University of North Carolina at Greensboro

Keith L. Marsden (1998), *Adjunct Instructor of Religion*, B.A., North Carolina Wesleyan College; M.Div., D.Min, Wesley Theological Seminary

Amanda S. Martin (2014), *Adjunct Instructor of Kinesiology*, B.S., University of North Carolina at Greensboro; M.S., North Carolina Agricultural and Technical State University

Joann E. Martinson (2015), *Adjunct Instructor of Voice*, B.A., Minot State University; M.M., University of North Carolina at Greensboro

R. Dean Medley (2003), *Adjunct Instructor of Education*, B.A., M.Ed., University of North Carolina at Greensboro; Ed.S., Ed.D., University of Sarasota

Ashley R. Meyer (2015), *Adjunct Instructor of Athletic Training*, B.S., State University of New York at Cortland; M.S., California State University at Northridge

Gregory L. Milsom (2017), *Adjunct Instructor of Business Administration*, B.S., University of Maryland; M.B.A., American University; Ph.D., Walden University

James O’Gara (2013), *Adjunct Instructor of Music*, B.S., Greensboro College; M.M., State University of New York

April H. Pait (2007), *Adjunct Instructor of Radiologic Technology*, B.S.,

Greensboro College

Christopher L. Parrish (1999), *Adjunct Instructor of Legal Administration*, B.S., Greensboro College; M.P.A., University of North Carolina at Greensboro; J.D., Campbell University

Rene P. Parrish (2002), *Adjunct Instructor of Radiologic Technology*, B.S., Greensboro College; M.H.A., Pfeiffer University

William A. Peter (2011), *Adjunct Instructor of Criminal Justice*, B.A., Drake University; M.P.A., University of North Carolina at Greensboro

Shana L. Plasters (2015), *Adjunct Instructor of Education Administration*, B.A., Pittsburgh State University; M.S., University of Central Missouri

Kelly Jay Poole (2016), *Adjunct Instructor of Flag Field Methods*, A.A., Davidson County Community College; B.A., University of North Carolina at Greensboro; M.S.W., North Carolina Agricultural and State University; Ph.D., University of North Carolina at Greensboro

John Alan Reid (2005), *Adjunct Instructor of Criminal Justice*, B. S., East Carolina University; M.S., University of Alabama

Robert Roy Richmond (2016), *Adjunct Instructor of Education*, B.A., Marshall University; M.Ed., High Point University

Jenna R. Ryan (2013), *Adjunct Instructor of Education, Director of First Year Experience and Greensboro College Seminar*, B.A., M.Ed., University of North Carolina at Greensboro

Sean A. Saari (2016), *Adjunct Instructor of Technical Theatre*, B.A., Greensboro College; M.F.A., University of Georgia

Carolyn R. Sanzenbacher (2018), *Adjunct Instructor of History*, B.A., M.A., University of North Carolina at Greensboro; Ph.D., University of Southampton (England)

Karl A. Schleunes (2016), *Adjunct Professor of History*, B.A., Lakeland College; M.A., Ph.D., University of Minnesota

Daniel A. Seaman (2004), *Adjunct Instructor of Theatre*, B.A., M.Ed., University of North Carolina at Greensboro

Marian D. Seaman (2005), *Adjunct Instructor of Theatre*, B.S., University of North Carolina at Greensboro

Timothy W. Sims (2016), *Adjunct Instructor of English and Teaching English to Speakers of Other Languages*, B.A., LeMoyne College; M.S.A., Appalachian State University; Ph.D., University of North Carolina at Charlotte

Jared T. Slack (2015), *Adjunct Instructor of Art Education*, A.A., Snow College;

B.F.A., Utah State University; M.F.A., Miami University

Crystal S. Smith (2015), *Adjunct Instructor of English*, B.A., Bennett College; B.A., University of North Carolina at Greensboro; M.F.A., Queens University of Charlotte

Taffey A. Stout (2017), *Adjunct Instructor of Business Administration*, B.B.A., M.B.A., University of Georgia

Kim Summers (2010), *Adjunct Instructor of Percussion*, B.M.E., East Carolina University; M.M., The American Band College-Southern Oregon

Gerald Thomas (2007), *Adjunct Instructor of Criminal Justice*, B.A., Greensboro College; M.A., University of North Carolina at Greensboro

Susan D. Thomas (2012), *Adjunct Instructor of History*, B.A., Greensboro College, M.A., Ph.D., University of North Carolina at Greensboro

Michael Tourek (2017), *Adjunct Instructor of Theatre*, B.A., M.F.A., University of North Carolina at Greensboro

Nancy E. Vest (2015), *Adjunct Instructor of Theatre*, B.F.A., University of Oklahoma; M.F.A., Yale University

Linda G. Vickery (2005), *Adjunct Instructor of Radiologic Technology*, B.S., Appalachian State University; M.S., Capella University

Faye W. Wainwright (2008), *Adjunct Instructor of Radiologic Technology*, A.A., Pitt County Community College

Jenny D. Walls (2008), *Adjunct Instructor of Radiologic Technology*, B.S., Greensboro College

Steve Ware (2003), *Adjunct Instructor of Tuba*, B.M., North Carolina School of the Arts

Elijah C. White (2016), *Adjunct Instructor of Biology*, B.S., University of Georgia; M.S., Western Carolina University

Paula M. Wilder (2014), *Adjunct Instructor of English*, A.A., Columbia International University; B.A., Guilford College; M.A., Greensboro College

Betty S. Winslow (2002), *Adjunct Instructor of Radiologic Technology*, B.S., Greensboro College; M.A. Appalachian State University

David Wulfeck (2010), *Adjunct Instructor of Trombone*, B.M., University of North Carolina at Greensboro; M.M., University of Northern Colorado

Susan Young (1994), *Adjunct Instructor of Piano and Staff Accompanist*, B.M. in Music Education, Appalachian State University; M.M., University of North Carolina at Greensboro

Faculty Emeriti

Harold G. Andrews, Jr. (1957-1994),*** *Professor of Music Emeritus*, B.M., M.M., Oberlin Conservatory of Music; D.M.A., Boston University

Olena S. Bunn (1968-1988), *Associate Professor of English and Education Emerita*, A.B., University of North Carolina at Greensboro; M.A., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro

Jane C. Girardi (1985-2015), *Assistant Professor of German Emerita*, B.A., Birmingham-Southern College; M.A., University of North Carolina at Chapel Hill

J. Glenn Grayson (1966-1996), *Jefferson-Pilot Professor of History Emeritus*, A.B., M.A., Ph.D., University of North Carolina at Chapel Hill

John M. Hemphill, Jr. (1993-2013), *Professor of Education Emeritus*, B.A., University of North Carolina at Greensboro; M.Ed., Clemson University; Ph.D., Florida State University

John E. Hodge (1964-1997), *Professor of History Emeritus*, B.S., College of Charleston; M.A., Ph.D., University of Illinois

Daniel N. Keck (1991-2003), *Professor of Political Science Emeritus, Provost Emeritus*, B.A., Miami University; M.A., Ph.D., University of Connecticut

Robert K. Kowski (1971-2006), *Jefferson-Pilot Professor of Art Emeritus*, B.F.A., M.F.A., University of Wisconsin-Milwaukee

Marjorie B. Larkin (1991-2013), *Assistant Professor of Biology Emerita*, B.S., University of Georgia; M.Ed., Ed. Specialist, Georgia Southern University

Isabelle R. Powell (1972-1991), *Associate Professor of Sociology Emerita*, B.S., Mansfield University; Temple University; Penn State University; Ph.D., University of North Carolina at Greensboro

Marcia J. Reinholtz (1987-2012), *Jefferson-Pilot Professor of Special Education Emerita*, B.S., Keuka College; M.Ed., Arizona State University; Ed.D., Northern Arizona University

Patricia S. Sellers (1980-2006), *Director of Academic Success Emerita*, B.A., Catawba College; M.Ed., North Carolina State University

Edith L. Shepherd (1989-2011), *Associate Professor of Spanish Emerita*, B.A., Guilford College; M.Ed., University of North Carolina at Greensboro

Wanda H. Szenasy (1996-2008), *Associate Professor of Education Emerita*, B.A., M.Ed., Ed.S., University of North Carolina at Greensboro

*** Years of service at Greensboro College

Willie L. Taylor (1963-2001), *Jefferson-Pilot Professor of Physical Education Emerita*, B.S., Longwood College; M.S., University of Tennessee; Ed.D., University of Georgia

Ann E. Walter-Fromson (1989-2014), *Professor of Psychology Emerita*, A.B., Oberlin College; M.Ed., Ph.D., Duke University

Anne Woodward (1967-1989), *Assistant Professor of Music Emerita*, B.M., Greensboro College; M.A., Teachers' College, Columbia University

Administration

President of the College

Lawrence D. Czarda (2010), *President of the College; Professor of Public Administration*, B.A., Bridgewater College; M.P.A., The American University; Ph.D., George Mason University

Susan J. Barringer (2010), *Executive Assistant to the President and Clerk of the Board of Trustees*, B.S., Eastern Kentucky University

Emily Scott (2011), *Special Assistant to the President and Title IX Coordinator*, B.A., University of North Carolina at Chapel Hill; M.P.A., North Carolina State University

Academic Affairs

Paul L. Leslie (1989), *Senior Vice President and Chief Academic Officer; Professor of Sociology*, B.A., Clark University; M.A., Ph.D., Boston University

Martha M. Bunch (1986), *Associate Vice President for Academic Administration*, B.A., Duke University; M.Ed., University of North Carolina at Greensboro

Richard A. Mayes (1985), *Dean of the Faculty, Jefferson-Pilot Professor of Biology*, B.S., M.S., University of Illinois; Ph.D., University of Texas

Anna Marie Rogers (2015), *Executive Administrative Assistant to the Senior Vice President and Chief Academic Officer, and Dean of the Faculty*, B.S., East Carolina University

Academic Support

Lisa B. Alley (1995), *Director of Academic Support*, B.S., Greensboro College

Tica L. Green (2013), *Director of Academic Success*, B.S., Greensboro College; M.Div., Duke University

Georgieann Bogdan (2016), *Director of Academic Accessibility, Study Abroad Advisor, Adjunct Instructor of Greensboro College Seminar*, B.A., University of North Carolina at Greensboro; M.A., Wake Forest University

Administrative Assistants to the Faculty

Cathy Jansen (2014), *Administrative Assistant to the Faculty*

Virginia A. Reid (2000), *Administrative Assistant to the Faculty*, B.A., Greensboro College

Assessment Activities and Institutional Research

Patricia A. Albert (2016), *Director of Assessment Activities and Institutional Research*, B.A., Baldwin Wallace University; M.Ed., Kent State University

Career and Personal Development

Caryn J. Atwater (2015), *Director of Career and Personal Development, Adjunct Instructor of Career and Life Directions*, B.S., Long Island University/C.W. Post; M.A., Tufts University

Certification Development and Innovative Programs

Suzanne Suddarth (2017), *Director of Certification Development and Innovative Programs*, B.A., Guilford College; M.A., University of North Carolina at Greensboro

Fine Arts Program

Benjy L. Springs (2001), *Director of Bands*, B.A., University of North Carolina at Greensboro

Greensboro College Seminar

Jenna R. Ryan (2013), *Director of First Year Experience and Greensboro College Seminar, Adjunct Instructor of Education*, B.A., M.Ed., University of North Carolina at Greensboro

Information Technology

Larry Burton (2013), *Assistant Vice President for Information Technology*, B.S.E.E., M.S.E.E., Ph.D.E.E, Duke University

Stephanie Fuller (2016), *Network Support Specialist*, A.A.S., Davidson County Community College

Raul Valdez (2015), *Network Support Specialist, Grade 1*, A.A., A.A.S., Davidson Community County College

International Programs

Cathryn B. Bennett (2016), *Director of International Programs*, B.A., University of North Carolina at Chapel Hill; M.S., Vrije Universiteit Brussel (Belgium)

Library Services

William W. Ritter (2013), *Director of the Library*, A.A.S., Randolph Community College; B.S., Appalachian State University; M.L.I.S., University of North Carolina at Greensboro

Lauren M. Brewer (2017), *Reference and Instruction Librarian*, B.A., M.L.I.S., University of North Carolina at Greensboro

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George D. Cheatham (2012), *Reference Desk Assistant (part-time)*, B.A., Washington College; J.D., University of Minnesota Law School

Registrar

Travis S. Mickey (2013), *Registrar*, B.S., University of North Carolina at Greensboro

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Teacher Education Program

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Finance

Chris Elmore (2010), *Vice President, Chief Financial Officer*, B.A., M.S., Appalachian State University; Certified Public Accountant, State of North Carolina

Dottie Bistyga (2004), *Cash Receipts Accountant*

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Human Resources

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Technical and Community College

Student Accounts

Marilyn S. Woods (2010), *Director of Student Accounts*, B.S., B.S., Greensboro College

Verlista McCloud (2006), *Collections and Student Accounts Officer (part-time)*, A.A., Raleigh School of Business and Accounting

Institutional Advancement

Anne J. Hurd (2015), *Vice President, Chief Advancement Officer*, B.A., Greensboro College; M.A., University of North Carolina at Greensboro

Eleanor P. Yearns (2016), *Assistant Vice President for Development*, B.A., Greensboro College

Lex Alexander (2009), *Director of Communications*, B.A., Davidson College; M.A., University of North Carolina at Chapel Hill

Thomas M. Saitta (2016), *Director of Marketing*, B.F.A., University of North Carolina at Greensboro

Elena L. Henry (2002), *Director of Advancement Services*, B.A., Greensboro College

Kristen C. Brown (2009, 2016), *Director of Alumni Programs*, B.A., Greensboro College; M.Ed., North Carolina State University

Elaine Kitchell (2012), *Director of Conferences and Events*

Michelle K. Hines (2015), *Marketing and Communication Coordinator*, B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Wilmington

Kaleigh Hemstock (2016), *Advancement Services Administrator*, B.A., Greensboro College

Operations, Enrollment, and Student Affairs

Robin L. Daniel (2001), *Executive Vice President, Chief Operating Officer*, B.A., St. Andrews Presbyterian College; M.S., Ed.S., Ph.D., University of North Carolina at Greensboro

Admissions

Julianne Schatz (1990), *Dean of Admissions*, B.A., Greensboro College

Andrea M. Humble (1995), *Admissions Data Manager*, B.S., Greensboro College

Allison Jobe (2016), *Admissions Receptionist*, B.S., East Carolina University

Chakiris M. Moss (2015), *Admissions Counselor*, B.A., Greensboro College

Becky Quigley (2016), *Adult Admissions Counselor*, B.A., University of North Carolina at Chapel Hill

Lindsay J. Simmons (2014), *Director of Recruitment and Communication*, B.A., Elon University

Ethan M. Smith (2015), *Admissions Counselor*, B.A., Greensboro College

Megan E. Whitcomb (2016), *Admissions Counselor*, B.S., Greensboro College

Athletics

Bryan Galuski (2005), *Director of Athletics; Head Men's Basketball Coach*, B.A., Eckerd College

Ray Babnick (2013), *Head Athletic Trainer*, B.S., M.S., State University of New York at Cortland

Kathy Bullock (2017), *Head Volleyball Coach*, B.A., North Carolina Agricultural and Technical State University

James (Jim) Cantamessa (2012), *Head Men's Golf Coach; Associate Men's Basketball Coach*, B.S., Siena College

Greg Crum (2016), *Head Football Coach*, B.S., Worcester State University

Tony Falvino (2015), *Head Men's Soccer Coach*, B.S., Greensboro College; M.S., Wingate University

Teresa Fister (2016), *Head Softball Coach*, B.S., Appalachian State University; M.S., West Virginia University

Michael W. Foderaro (2014), *Head Men's Lacrosse Coach*, B.S., Greensboro College

Wesley W. Gullett (2013), *Sports Information Director*

Christie Hebert (2014), *Head Women's Lacrosse Coach*, B.A., Greensboro College; M.A., University of North Carolina at Greensboro

Frank Maldonado (2015), *Head Baseball Coach*, B.S., National University

Jena G. Miller (2014), *Athletics Coordinator; Director of Compliance; Senior Women's Administrator*, B.S., Greensboro College

Gus Mota (2015), *Head Women's Soccer Coach; Head Men's and Women's Tennis Coach*, B.A., Clemson University

Kathryn McNeerney (2014), *Aquatics Director; Head Men's and Head Women's Swim Coach*, B.A., Clarion University

Randy Tuggle (2002), *Assistant Director of Athletics; Head Women's Basketball Coach; Head Women's Golf Coach*, B.S., University of North Carolina at Greensboro

Robin Welch (2015), *Head Cheerleading Coach*, B.A., Greensboro College

Erik Wince (2015) *Head Wrestling Coach*, B.S., Gardner-Webb University

Bookstore

Cliff Braly (1996), *Bookstore Manager*, B.S., University of North Carolina at Asheville

Janet B. Alberty (1990), *Bookstore Clerk/Cashier*

Counseling Services

Emily A. Holmes (2013), *Director of Counseling Services*, B.S., Western Carolina University; M.S., Ed.S., University of North Carolina at Greensboro; National Certified Counselor; Licensed Professional Counselor Associate, State of North Carolina

Kristin Franks (2016), *Staff Counselor*, B.A., University of Delaware; M.S., Loyola University; Licensed Professional Counselor, State of North Carolina

Financial Aid

Lindsay S. Latham (2011), *Director of Financial Aid*, B.S., Greensboro College

Dena B. Mabe (2016), *Financial Aid Coordinator*, B.S., University of North Carolina at Greensboro

David C. Leaman (2016), *Financial Aid Assistant*, B.S., Greensboro College

Postal Services

Donald Outlaw (2011), *Director of the Postal Center*

Religious Life

Robert W. Brewer (2005), *Campus Chaplain, Assistant Professor of Religion*, B.S., Appalachian State University; M.Div., Candler School of Theology, Emory University; Th.D., University of Toronto

Security

Calvin L. Gilmore (1982), *Director of Campus Security*

Robert Cashion (2012), *Security Officer*

Dean Gibson (1995), *Security Officer (part-time)*

Robert Godfrey (2010), *Security Officer (part-time)*

Allen Johnson (2006), *Security Officer (part-time)*

Rodney Jones (1994), *Security Officer*

Paul Robinson (2012), *Security Officer(part-time)*

Tony Robinson (2011), *Security Officer*

Donald Strouth (2007), *Security Officer*

Michael Tatum (2004), *Security Officer (part-time)*

Karen Tilley (2002), *Security Officer*

Lester Westbrook (1998), *Security Officer*

Student Development

Matthew P. Long (2007), *Dean of Students*, B.S., Eastern Michigan University; M.Ed., North Carolina State University; Ed.D., Southeastern Baptist Theological Seminary

Darlene A. Bristow (2005), *Secretary for the Office of Student Development*, B.A., Greensboro College

Jonathan A. Hall (2014), *Director of Student Engagement*, B.S., Greensboro College

Lindsay Lane (2016), *Director of Student Wellness*, B.S., Appalachian State University; M.S., University of North Carolina at Greensboro

Shana L. Plasters (2015), *Director of Residence Life*, B.A., Pittsburgh State University (KS); M.S., University of Central Missouri

Jenna R. Ryan (2013), *Director of First Year Experience*, B.A., M.Ed., University of North Carolina at Greensboro

Student Health

Lauren Childrey (2011), *Director of Student Health Services*, B.S., University of North Carolina at Greensboro

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INDEX

- Academic Accessibility, Office of 29-32
 Academic Advising 6
 Academic Calendars 1, 7-13
 Academic Honor Code 51-56
 Academic Honors 88-91
 Academic Load 64-65
 Academic Majors 1, 101-102
 Academic Organization 92
 Academic Probation, Academic Withdrawal,
 and Academic Suspension Policies 83-84
 Academic Progress 83-84
 Financial Aid Recipients 47-49
 Academic Records 19-20, 73-74
 Academic Schools 92-95
 Academic Success Program 25
 Accreditations 6-7
 Administration (Personnel Listing) 347-355
 Admission Requirements 24-32
 Academic Success Program 25
 Adult Students 25-26
 Counseling Services 32
 International Students 28
 Office of Academic Accessibility 29-32
 Post Baccalaureate Students 27
 Readmission 29
 Secondary School Graduates 24
 Summer School 28-29
 Transfer Students 26
 Affirmative Action/Equal Opportunity Policy
 14
 All-College Requirements for Undergraduate
 Degrees 96-97
 Allied Health Combined Degree Program
 95, 142-143
 Alpha Chi 88
 Alpha Kappa Delta 88
 Alpha Phi Sigma 88-89
 Alumni Association Officers 353
 Americans with Disabilities Act (ADA)
 Policy 14-16
 Appeal Process (Academic Withdrawal or
 Suspension) 84
 Athletics 3
 Attendance (Class) 65
 Auditing 34-35, 65
 Authentication Procedures for Online
 Courses 58-59

 Bachelor of Science in Nursing and Registered
 Nurse Licensure Collaboration 115-118
 Beta Beta Beta 89
 Board of Trustees 354-355

 Calendars, 2017-2018 Academic 7-13
 Center for the Enhancement of Teaching and
 Learning 95
 Certificate of Study Program 115
 Class Attendance 66

 Classification of Students 65-66
 Commencement Ceremonies, Participation in
 105-106
 Complaints Policy 22-23
 Consortia 118-119
 Counseling Services 32
 Course Changes 66
 Course Withdrawal 66
 Credit, Alternative Forms of 78-82
 ACT-PEP 79
 Advanced Placement 78-79
 American Council on Education (ACE) Credit
 82
 Challenge Examination 80-81
 CLEP 81
 DANTES/DSST 81
 Experiential Credit 81
 Institutional Credit 82
 Reserve Officers' Training Corps (ROTC) 82
 Credit Hours, Policy on Granting 56-58
 Credit, Transfer (see Transfer Policy)
 Curriculum 132-310
 Accounting (ACC) 132, 210-211
 Art (ART) 133-137, 211-215
 Athletic Training (ATH) 137-140, 215-217
 Biology (BIO) 140-143, 217-220
 Birth Through Kindergarten Education (BKE)
 143-145, 221-222
 Business Administration (BUS) 145-147, 222-227
 Career and Life Directions (CLD) 227
 Chemistry (CHM) 147, 227-228
 Child and Family Studies 95, 147-148
 Computer Science (CSC) 228-229
 Criminal Justice (CRI) 148-150, 230-231
 Dance (DAN) 150-151, 231-232
 Economics (ECO) 232-233
 Education (EDU) 151-156, 233-235
 Elementary Education (ELE) 156-158, 235-236
 English, Communication and Media Studies
 (ECM) 158-167, 237-244
 Exercise and Sport Studies (ESS) 167-168, 244-
 245
 French (FRE) 245
 German (GER) 245-246
 Greek (GRK) 246
 Greensboro College Seminar (GCS) 95, 100, 126,
 246-247
 Health and Physical Education 168-169, 272-274
 Health Sciences (HLT), 169-171, 247-248
 Hebrew (HEB) 248
 History (HIS) 171-173, 248-251
 History and Political Science 173
 History and Religion 173-174
 Honors (HON) 95, 121-126, 252-253
 Human Development and Family Science 174-
 176
 Human Factors Psychology (HFP) 192-194, 253-
 254
 International Studies (INT) 254
 Kinesiology (KIN) 254-257

- Legal Administration (LGA) 176, 257-258
 - Liberal Studies 176-177
 - Mathematics (MAT) 178-179, 258-260
 - Mathematics Education 179-180
 - Middle Grades Education (MGE) 180-183, 261-262
 - Music (MUS) 183-188, 262-272
 - Music Education 188-191
 - Physical Education (PHE) 272-274
 - Physics (PHY) 274
 - Piedmont Alternative Licensure (PAL) 27, 36, 107-115, 274-278
 - Political Science (POL) 191-192, 278-280
 - Psychology (PSY) 192-194, 280-282
 - Religion, Ethics and Philosophy (REP) 194-196, 282-288
 - Science (SCI) 197, 289
 - Secondary Comprehensive Science Education (SCI) 197, 289
 - Social Sciences (SSC) 289-290
 - Sociology (SOC) 197-201, 290-291
 - Spanish (SPA) 201, 291-293
 - Special Education (SPE) 201-203, 293-295
 - Theatre (THE) 204-207, 295-305
 - Urban Ecology (URE) 207-208, 305-306
- Dean's List 88
- Delta Mu Delta 89
- Diplomas 106
- Directed Studies 130
- Dismissal and Withdrawal Policies and Procedures 84-88
- Academic Withdrawal 83, 87
 - Administrative Withdrawal 85
 - Disciplinary Withdrawal 87
 - Dismissal 85
 - Medical Withdrawal 39-40, 86
 - Military Leave of Absence 87
 - Unofficial Withdrawal 84
 - Voluntary Withdrawal or Transfer 85-86
- Drop/Add (Course Changes) 66
- Drug and Alcohol Abuse Policy 18
- Dual Enrollment 120
- Ethics Across the Curriculum 95, 120
- Examinations (See also Testing)
- Challenge 80-81
 - Final 66-67
- Faculty (Personnel Listing) 336-347
- Fees (See Tuition, Fees and Resident Costs)
- FERPA Privacy Information for Online Courses 58
- Finance 33-40
- Adult Student Tuition and Fees 35-36
 - Greensboro College Military Tuition Assistance Rate Eligibility 36-37
 - On-Ground Organizational Leadership and Management (OLM) Program 36
 - Payment Regulations 38
 - Piedmont Alternative Licensure (PAL) Program 36
 - Projected Additional Student Charges Associated With Verification of Student Identity for Online Programs and Courses 36
 - Refund Information 38-40
 - Terms of Payment 37-38
 - Tuition, Fees, and Resident Costs 33-35
 - Financial Aid 41-50
 - Applying for Need-Based Aid 41-42
 - Eligibility for Merit- or Talent-Based Aid 42
 - General Requirements 42-46
 - Sources of Aid 40-44
 - Standards of Academic Progress 47-49
 - Withdrawal, Refund and Repayment Policies 49-50
 - First-Year Composition Program 95, 120-121
 - Fraternization Policy 17-18
 - General Education Requirements for B.A., B.S., and B.M.E. Degrees 97-100
 - B.B.A. Degree 308-309, 332-333
 - George Center for Honors Studies 95, 121-126, 252-253
 - Grade Reports 74
 - Grading System 69-74
 - Audit 70
 - Carry Over 70
 - Credit 70
 - Failure for Non Attendance 70
 - Grade Point Average 72-73
 - Incomplete 70
 - No Credit 70-71
 - Not Reported 71
 - Pass/Fail 71
 - Repeated Courses 72
 - Satisfactory/Unsatisfactory 71
 - Withdraw 71
 - Withdraw Failing 71-72
 - Withdrawal for Non Attendance 72 - Graduate Program in Teaching English to Speakers of Other Languages 95
 - Graduation Requirements (See Undergraduate Degree Requirements)
 - Grievance Procedures 59-64
 - Greensboro College (General) 1-4
 - Greensboro College Seminar 95, 100, 126, 246-247
 - History of Greensboro College 5-6
 - Honor Code (Academic) 51-56
 - Honors at Graduation 91
 - Honors Program (See George Center for Honors Studies)
 - Inclement Weather Policy 21
 - Independent Studies 131
 - Intercollegiate Athletics 3
 - Interdisciplinary Minors 95-96
 - International Programs 95
 - International Students 28

- Internships 130
Iota Tau Alpha 89
- Kappa Delta Pi 89-90
Library, James Addison Jones 2
Licensure-only (See also Piedmont Alternative Licensure [PAL] Program) 106-107
- Maintenance and Disposal of Student Records 19-20
Major Fields of Concentration 1, 101-102
Mathematics Requirement for Degree-Seeking Students 103-104
Minor Fields of Concentration 102
Mission of Greensboro College 5
- Non-Degree Academic Programs 106-115
Certificate of Study 115
Piedmont Alternative Licensure (PAL) Program 27, 36, 107-115, 274-278
Teacher Licensure-Only 106-107
- OLM Program (See On-Ground Organizational Leadership and Management Program, Online Organizational Leadership and Management Program)
- On-Ground Organizational Leadership and Management Program 307-311
Admission Requirements 307
Course Descriptions 309-311
Degree Requirements 307-309
Program Description 307
- Online Courses, Authentication Procedures 58-59
Online Courses, FERPA Privacy Information 58
Online Organizational Leadership and Management Program 331-335
Admission Requirements 331
Course Descriptions 333-335
Degree Requirements 331-335
Program Description 331
- Online Programs, Policies and Procedures for 312-330
Academic Policies and Procedures 326
Admission 313-315
Authentication Procedures 325-326
Counseling Services 317-318
Dismissal and Withdrawal Policies and Procedures 326-330
Finance 318-322
Financial Aid 322-325
General Information 312-313
Greensboro College Military Tuition Assistance (TA) Rate Eligibility 319-320
Office of Academic Accessibility 315-317
Privacy Statement 318
Projected Additional Student Charges Associated with Verification 318
- Restrictions on Online Course Enrollments for International Students 326
- Payment Regulations 38
Personnel 336-355
Petition for Exception to Academic Policy 88
Phi Alpha Theta 90
Pi Sigma Alpha 90
Piedmont Alternative Licensure (PAL) Program 27, 36, 107-115, 273-276
Placement in English, Foreign Language, and Mathematics 67-68
Political Activities Policy 21
Pre-Law 126-127
Prerequisites, Concurrent Requisites, and Corequisites 68
Probation (Academic) 83-84
Psi Chi 90
- Radiologic Technology Program 95, 142-143
Readmission 29
Refund Information 38-40
Registration (for Classes) 68-69
Release of Educational Records 18-19, 73-74
Required Related Courses 69
Reserve Officers' Training Corps (ROTC) 82
Restrictions for Online Course Enrollment for International Students 326
- Satisfactory Academic Progress
Academic Progress 83-84
Financial Aid Recipients 47-49
School of the Arts 93
School of Business 93
School of Humanities 93-94
School of Sciences and Mathematics 94
School of Social Sciences and Education 94-95
Second Degree Requirements 104-105
Sexual Misconduct Policy 16-17
Sigma Delta Pi 90-91
Sigma Tau Delta 91
Student and Parent Complaints Policy 22-23
Study Abroad 96, 127-129
Summer School 28
Suspension (Academic) 83-84
- Teacher Education Program 96, 129
Terms of Payment 37-38
Testing
ACT-PEP 79
Advanced Placement Tests 78-79
CLEP 81
DANTES/DSST 81
Theta Alpha Kappa 91
Title IX Statement 4
Tobacco-Free Policy 20
Transcripts 73-74
Transfer Policy 74-78
Admissions Requirements 26
Credit for College Courses Taken in High School 76

- Prior Approval 77-78
- Transfer Credit from Foreign Institutions 77
- Transfer Credit from Non-Regionally Accredited Institutions 77
- Transfer Credit from Regionally Accredited Institutions 75-76

- Tuition, Fees and Resident Costs 33-35
 - Adult Student Tuition and Fees 35-36
 - Auditing Fee 34-35
 - Background Check Fees 35
 - Course Fees 34
 - Independent/Directed Study and Internship Fee 34
 - Late Registration Fee 35
 - Music Lesson Fee 34
 - On-Ground Organizational and Leadership Management (OLM) Program 35
 - Part-time Fee 35
 - Piedmont Alternative Licensure (PAL) Program 36
 - Projected Additional Student Charges Associated with Verification of Student Identification for Online Programs and Courses 36
 - Student Teaching Fee 34
 - Teacher Licensure Fee 34
 - Tuition Payment Plan 34

- Undergraduate Degree Requirements 96-106
 - All-College Requirements for Undergraduate Degrees 96-97
 - Competency in Written English for Degree-Seeking Students 103
 - Courses Satisfying Multiple Requirements 101
 - Diplomas 106
 - Disciplinary Requirements for the B.A., B.S., and B.M.E. Degrees 101
 - General Education Requirements for the B.A., B.S., and B.M.E. Degrees 97-100
 - Majors and Minors 101-102
 - Mathematics Requirement for Degree-Seeking Students 103-104
 - Participation in Commencement Ceremonies 105-106
 - Second Degree Requirements 104-105
- Unofficial Withdrawal 86

- Vision of Greensboro College 4

- Withdrawal (Dismissal) Policies and Procedures 84-88
 - Academic Withdrawal 83, 87
 - Administrative Withdrawal 85
 - Disciplinary Withdrawal 87
 - Dismissal 85
 - Medical Withdrawal 39-40, 86
 - Military Leave of Absence 87
 - Unofficial Withdrawal 86
 - Voluntary Withdrawal or Transfer 85-86
- Writing Requirement 103