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/academics/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.

Greensboro College
815 West Market Street
Greensboro, NC 27401-1875
Telephone: (336) 272-7102
www.greensboro.edu

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INTRODUCTION TO GREENSBORO COLLEGE

Greensboro College at a Glance

www.greensboro.edu

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 several interstate highways.

Academic Calendar:
Fall and spring semesters and summer sessions. Short sessions within each term accommodate special programs.

Enrollment:
Annually, approximately 1,000 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 territories and 8 countries each academic year.

Faculty:
Fifty full time faculty members.

Undergraduate Degree Programs:
Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music Education, and Bachelor of Science.

Undergraduate Majors and Minors:
39 majors and 42 minors

Vision of Greensboro College

Greensboro College faculty, staff and students strive to think critically, act justly and live faithfully.

Mission of Greensboro College

Greensboro College, a liberal-arts institution grounded in Methodist tradition of inclusivity, encourages students to pursue a path toward their intellectual, personal, and spiritual goals in life, career, and community as leaders and advocates for a more just world.

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 Main Building Center, a central location for special events.

Men were first admitted as full-time students 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, and graduate programs have been added.

The College currently offers five baccalaureate degrees: the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music Education, and Bachelor of Science degrees. The graduate program offers master's degrees in Birth-Kindergarten Education; Elementary Education; English as a Second Language; Special Education; Teaching English to Speakers of Other Languages; and Theology, Ethics, and Culture. Additionally, post baccalaureate programs are offered that lead to students' obtaining both licensure and graduate degrees in teaching specific disciplines.

Three times, Greensboro College has risen from its ashes, each time stronger than before. Dedicated to providing liberal arts education in its historical context and in preparation for the future, Greensboro College celebrates its 186th year.

Greensboro College Presidents

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

Accreditations

Greensboro College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Questions about the accreditation of Greensboro College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Inquiries to the SACSCOC 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, 336-272-7102.

The Greensboro College Educator Preparation 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 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.

2025-2026 Academic Calendars

Standard Classes

Fall 2025:

First day of regular classes	Tuesday, August 19
Last day of drop/add for regular classes; last day to change a regular class from credit to audit	Monday, August 25
Labor Day holiday, all classes canceled	Monday, September 1
Assessment Day, classes with start times prior to 4:00 p.m. canceled	Wednesday, September 24
Academic Advising and Registration for Spring 2026 term (staggered schedule according to classification)	Monday, September 29-Friday, October 17
Deadline to resolve Incomplete grades from Spring and/or Summer 2025 terms, all classes	Friday, October 3
Midterm grades due	Friday, October 10
Fall Break, all classes canceled	Monday, October 13-Tuesday, October 14
Last day to withdraw from a regular class with a "W" grade; last day to select pass/fail for a regular class	Friday, October 31
Thanksgiving Break, all classes canceled	Wednesday, November 26-Sunday, November 30

Showcase Day; classes with start times prior to 6:00 p.m. canceled	Tuesday, December 2
Last day of regular classes	Friday, December 5
Reading Day	Saturday, December 6
Exams begin	Monday, December 8
Exams end	Friday, December 12
Final grades for all graduating students due to Registrar, 12:00 p.m.	Monday, December 15

Spring 2026:

First day of regular classes	Monday, January 12
Last day of drop/add for regular classes; last day to change a regular class from credit to audit	Friday, January 16
MLK Day holiday, all classes canceled	Monday, January 19
Deadline to resolve Incomplete grades from Fall 2025, all classes	Friday, February 20
Assessment Day, classes with start times prior to 4:00 p.m. canceled	Wednesday, February 25
Midterm grades due	Friday, March 6
Spring Break, all regular classes canceled	Monday, March 9-Friday, March 13
Academic Advising for Summer and Fall 2026 terms	Monday, March 23-Friday, April 17
Last day to withdraw from a regular class with a "W" grade; last day to select pass/fail for a regular class	Friday, March 27
Registration for Summer and Fall 2026 terms open (staggered schedule according to classification)	Monday, March 30-Thursday, April 2
Good Friday and Easter holiday, all classes canceled	Friday, April 3-Sunday, April 5
Registration for Summer and Fall 2026 closes	Friday, April 17
Showcase Day	Tuesday, April 21
Last day of regular classes	Friday, April 24
Reading Day	Saturday, April 25
Exams begin	Monday, April 27
Exams end	Friday, May 1
Final grades for all graduating students due to Registrar, 12:00 p.m.	Monday, May 4
Final grades for all other students due to Registrar, 12:00 p.m.	Tuesday, May 5

Baccalaureate/Cap and Gown Ceremony	Friday, May 8
Commencement	Saturday, May 9

Summer 2026:

First day of Summer Session I	Monday, May 18
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 20
Memorial Day holiday, all classes canceled	Monday, May 25
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 3
Last day of Summer Session I	Thursday, June 18
Exams for Summer Session I	Saturday, June 20-Monday, June 22
Final Summer Session I grades due to Registrar, 12:00 p.m.	Wednesday, June 24
Summer Session II begins	Monday, June 39
Last day of drop/add for Summer Session II classes; last day to change a Summer Session II class from credit to audit	Wednesday, July 1
Independence Day holiday, all classes canceled	Friday, July 3
Last day to withdraw from a Summer Session II class with a "W" grade; last day to select pass/fail for a Summer Session I class	Wednesday, July 15
Last day of Summer Session II	Thursday, July 30
Exams for Summer Session II	Friday, July 31-Saturday, August 1
Final grades for Summer Session II due to Registrar, 12:00 p.m.	Tuesday, August 4

Online Degree Programs

Fall 2025:

First day of Online Session I classes	Tuesday, August 19
Last day of drop/add for Online Session I classes; last day to change an Online Session I class from credit to audit	Thursday, August 21
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	Tuesday, September 16

Academic advising and Registration for Spring 2026 term opens (staggered schedule according to classification)	Monday, September 29-Friday, October 17
Deadline to resolve Incomplete grades from all Spring and/or Summer 2025 Online Sessions classes	Friday, October 3
Online Session I (8-week classes) ends	Tuesday, October 14
Final grades for Online Session I (8-week classes) due to Registrar, 12:00 p.m.	Thursday, October 16
Online Session II begins	Thursday, 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	Monday, October 20
Online Session I (10-week classes) ends	Tuesday, October 28
Final grades for Online Session I (10-week classes) due to Registrar, 12:00 p.m.	Thursday, 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	Thursday, November 13
Last day of Online Session II classes	Friday, December 12
Final grades for all students due to Registrar, 12:00 p.m.	Tuesday, December 16

Spring 2026:

First day of Online Session I classes	Monday, January 12
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 14
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	Monday, February 9
Deadline to resolve Incomplete grades from Fall 2025 Online Session I and Online Session II classes	Friday, February 20
Online Session I (8-week classes) ends	Friday, March 6
Online Session II begins	Monday, March 9
Final grades for Online Session I (8-week classes) due to Registrar, 12:00 p.m.	Tuesday, March 10
Last day of drop/add for Online Session II classes; last day to change an Online Session II class from credit to audit	Wednesday, March 11

Online Session I (10-week classes) ends	Friday, March 20
Academic advising for Summer and Fall 2026 terms	Monday, March 23-Friday, April 17
Final grades for Online Session I (10-week classes) due to Registrar, 12:00 p.m.	Tuesday, March 24
Registration for Summer and Fall 2026 terms open (staggered schedule according to classification)	Monday, March 30-Thursday, April 2
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	Monday, April 6
Online Session II ends	Friday, May 1
Final grades for all students due to Registrar, 12:00 p.m.	Tuesday, May 5
Baccalaureate/Cap and Gown Ceremony	Friday, May 8
Commencement	Saturday, May 9

Summer 2026:

First Day of Summer Online Session	Monday, May 18
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 20
Last day to withdraw from a Summer Online Session class with a "W" grade; last day to select pass/fail for a Summer Online Session class	Monday, June 15
Last day of Summer Online Session	Monday, July 13
Final grades for Summer Online Session due to Registrar, 12:00 p.m.	Wednesday, July 15

Piedmont Alternative Licensure (PAL) Program

Summer 2026:

PAL Session 1 dates	Monday, June 22 – Friday, June 26
Final grades for PAL Session 1 due to Registrar, 12:00 p.m.	Wednesday, July 1
PAL Session 2 dates	Monday, June 29 – Friday, July 3
Final grades for PAL Session 2 due to Registrar, 12:00 p.m.	Wednesday, July 8
PAL Session 3 dates	Monday, July 6 – Friday, July 10

Final grades for PAL Session 3 due to Registrar, 12:00 p.m.	Wednesday, July 15
PAL Session 4 dates	Monday, July 13 – Friday, July 17
Final grades for PAL Session 4 due to Registrar, 12:00 p.m.	Wednesday, July 22
PAL Session 5 dates	Monday, July 20 – Friday, July 24
Final grades for PAL Session 5 due to Registrar, 12:00 p.m.	Wednesday, July 29

Academic Support Services

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 permanent or temporary 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, either permanent or temporary, 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, or as soon as possible after the manifestation of a temporary disability.

Documentation

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

- Diagnostic statement identifying the disability using the appropriate DSM-5, 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, or what the effects of the disability are on daily life.
- 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 Vice President for Academic Affairs and Provost.

A course modification/substitution request requires the following:

- 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.
- 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.
- The Accommodations Review Board determines the appropriateness of the course modification request.
- The Vice President for Academic Affairs and Provost 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 Vice President for Academic Affairs and Provost.

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.

Modifications to Living Arrangements

The Office of Academic Accessibility arranges residential and dining services accommodations for qualified students with disabilities.

Academic Success Program

The Academic Success Program is designed for students who need a structured academic environment during their first year at Greensboro College. 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 12-15 credit hours. 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.

First Citizens Bank Global Communication Center

The First Citizens Bank Global Communication Center supports Greensboro College students in their development as versatile communicators in a diverse, media-rich world through a range of services, resources, and programming.

Professional consultants offer assistance in the areas of writing, speaking, and producing digital media projects, with a choice of online or in-person sessions that are free for the Greensboro College community. A web-based appointment system allows students to reserve time slots with our consultants. We also serve walk-ins whenever possible.

Located on the garden level of the James Addison Jones library, center features a video studio; a podcasting studio; a lobby with a video wall; and computers loaded with Adobe and other media software. Video, audio, and portable digital equipment can be checked out with a Pride card. Students, faculty, and staff are encouraged to bring in food and beverages while enjoying the center's comfortable, café-style seating.

In fall and spring semesters, the center delivers diverse programming to promote students' exploration of multimodal communication techniques in academic, professional, and personal contexts. Workshops, reading groups, guest speaker series, the GCC Fellows program, student contests, and external partnerships with the local community offer opportunities to meet new people, make new connections, and refine the soft skills most highly valued in the modern workplace.

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 educator preparation faculty and students.

The Jones Library is open about 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.

The PEAK

The PEAK is located on the third floor of Main Building and houses a variety of Academic Support services including academic advising, academic accessibility services, peer tutoring, career services, and more. There are study spaces and computers available for student use, along with assistive technology software. Professional staff in the PEAK work with students individually and in groups to enhance their academic experiences and success. The PEAK's academic support services are free and available for all Greensboro College students.

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. Sports sponsored include: men's and women's basketball, lacrosse, soccer, swimming, and wrestling; baseball, football, and men's golf; softball, women's triathlon, and women's volleyball; along with co-ed esports. A full range of men's and women's intramural and recreational sports and activities are also offered to all students. Students who are enrolled in online programs are eligible to participate in intercollegiate athletics, provided they are in compliance with all other eligibility requirements.

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 at their own expense.

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 both on campus and in the community. Counseling Services is located at 325 Main Building.

Student Health Services

Greensboro College Student Health Center is located on the first floor of the Greensboro building and is available to all current students. The Health Center treats acute illness and injury and is staffed with a Registered nurse and Physician Assistants that are available to see students by appointment. Visits to the Student Health Center are free to students, as are over-the-counter medications provided to them, however there is a charge for outside services, such as lab work, which will be billed directly to the student's health insurance.

Student Health Services offers health related educational programs to all students throughout the year. Programs include free STI/HIV screenings twice a year, blood drives, alcohol and drug education events, tobacco cessation counseling, Safe Spring Break event, STI education as well as many others.

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, Catholic Student Fellowship, Presbyterian Campus Ministry, Episcopal Campus Ministry, Hillel Jewish Fellowship, and other denominational groups.

Residence Halls

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

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.

GENERAL INSTITUTIONAL POLICIES

The policies and procedures presented in this Catalog apply to all graduate students enrolled in both on-ground and online programs unless stated otherwise.

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

Greensboro College is committed to maintaining an inclusive and accessible environment across campus. The Americans with Disabilities Act of 1990 (ADA) and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) prohibits discrimination in employment and educational programs against qualified individuals with disabilities. The College provides reasonable accommodations or academic adjustments for such individuals in accordance with the law.

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 being 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.

Volunteering information about a disability will not subject an employee or student to any adverse treatment or penalty. All information concerning disabilities will be considered confidential and will be released only in accordance with the requirements of the ADA and other applicable laws.

Student Accommodation Procedures

It is the responsibility of the individual student to identify himself/herself as an individual with a disability when seeking an accommodation or adjustment. The student is responsible for providing medical documentation (from an appropriately licensed professional) and demonstrating how the disability limits his/her ability to participation in programs or services of the College. Medical documentation will be kept confidential.

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

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 accommodation 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 know.
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.

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 any 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.

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 and 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 publishes guidelines to 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, pursing a date, and having or pursuing a romantic or sexual relationship.

The college prohibits supervisors and managers from fraternization with a subordinate, including student employees and interns. The college also prohibits any employee from fraternization with any college employee or intern of lesser authority if the employee with greater authority has responsibility of any kind in reviewing, evaluating, supervising, or determining the performance, compensation, job assignments, or general work of the other individual. The college reserves the right to take whatever action is appropriate, in its discretion, to protect the college's interests in the event of supervisory/subordinate relationships or violation of this policy generally. This may include, among other things, reassignment or dismissal of one or more of the employees or interns involved.

The college also prohibits faculty and staff members from fraternization with students. Such relationships call into question the professional integrity of the faculty or staff member, create an appearance of impropriety, and raise potential conflicts of interest. In addition, such relationships jeopardize the academic freedom of the college community insofar as academic freedom demands an environment in which no person is intimidated, exploited, or coerced. The college reserves the right to take whatever action is appropriate, in its discretion, to protect the college's interests in the event of faculty or staff/student relationships or violation of this policy generally. This may include disciplinary action and including dismissal of the employee involved.

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 Harassment Policy and Title IX provisions will apply when relevant.

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 classes, but will be responsible for missed work. In the event Greensboro College delays or cancels classes, announcements will be communicated on the GC Alert Emergency Notification System, College website, and local TV stations.

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 include the admission application, high school and/or college transcripts, and other documents that the Admissions Office collects. Once a student enrolls at Greensboro College, the Registrar's Office is responsible for maintaining the record. All documents that are part of a student's record are scanned and saved electronically. After a total of seven 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.

Academic records are stored electronically and permanently in the student information system. The student information system is backed regularly and automatically.

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
- Copies of correspondence from other offices

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 nurse (Director of the Health Center) and contracted medical providers have access to these files. For student athletes, the Assistant Director of Athletics for Sports Medicine may also access these records. Each student's medical records after 2015 are stored electronically through a secure third party vendor, Magnus Health. The student maintains access to and control indefinitely over his/her own records submitted through Magnus Health.

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 mission, does not discriminate on the basis of sex or gender in its programs, activities, admissions, and employment. Members of the Greensboro College community, guests and visitors have the right to be free from gender-based discrimination and sexual harassment of any kind expressly including stalking, sexual violence, dating violence, domestic 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
815 West Market Street
Greensboro, NC 27401
titleix@greensboro.edu
336-272-7102, extension 5496
https://www.greensboro.edu/sexual-harassment/

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
OCR@ed.gov
800-421-3481
https://www2.ed.gov/about/offices/list/ocr/index.html

Political Activities Policy

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 could affect the College's tax-exempt status.

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.

- 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.
- Efforts to educate voters must stay within the Internal Revenue Service guidelines for political campaign activities.
- 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.

Release of Educational Records

The Family Educational Rights and Privacy Act of 1974 (FERPA), 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, Dean of the Faculty, or the Registrar.

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.

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.

Privacy Statement for Online Programs and Courses

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.

Sexual Harassment Policy

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 harassment 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 assault of any kind that may create a hostile educational environment. The policy applies to alleged incidents of sexual harassment by a Greensboro College student or employee in the College's education program or activities. For Greensboro College's full sexual harassment policy and other resources, please refer to the Greensboro College website https://www.greensboro.edu/sexual-harassment/

Sexual harassment is defined in accordance with Title IX as one (or more) of the following:

- A school employee conditioning the provision of aid, benefits, or services on an individual's participation in unwelcome sexual conduct, commonly known as quid pro quo;
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity; or
- Sexual assault (as defined in the Cleary Act) or dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act).

Anyone who has experienced sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to the College. All Greensboro College employees, other than those designated as confidential resources, are considered "responsible employees." When a report of sexual harassment is made to a responsible employee, that employee is required to report the matter to the Title IX Coordinator. 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 harassment to the College.

The Title IX Coordinator oversees the school's response to reports of sexual misconduct, including all investigation and resolution of sexual harassment 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 harassment, 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.

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 or by U.S. mail 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 acknowledgment 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, acknowledgments 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.

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 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.

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. Tobacco-free is defined as a total ban on the use of tobacco products including, but not limited to cigarettes, cigars, pipe tobacco, smokeless tobacco products, e-cigarettes, and vapor products, while on the Greensboro College campus or at any Greensboro College-sponsored event. In addition, the College will provide its constituents with information regarding tobacco and nicotine replacement therapy.

All students and employees are expected to adhere to this policy. Student violations will be subject to possible sanctions and employees are subject to disciplinary action for failure to follow the policy.

Whistleblower Policy

Employees and students are encouraged to come forward in good faith with reports or concerns about suspected violations of college policies or illegal practices and may do so without fear of reprisal or retaliation. Any employee or student with a question about the propriety of any practice under the college's policies and procedures should seek guidance from his/her supervisor or the college official who has responsibility for overseeing compliance with the particular policy or procedure.

Any employee or student who becomes aware of or has reason to suspect a violation of

college policies or illegal practices should report that violation regardless of whether he/she is personally involved in the matter. Employees or students are encouraged to report any violation of his/her supervisor of the college official who has responsibility for overseeing compliance with the particular policy or procedure. Any complaint regarding financial misconduct should be directed to the Vice President for Business and Finance. Reports received by college officials will be handled with as much confidentiality as possible with discretion and regard for the privacy of the reporting individual.

Report an Incident using Campus Conduct Hotline

Online: Faculty, staff and students can go to https://www.lighthouse-services.com/_StandardCustomURL/LHILandingPage.asp a secure landing page and follow the prompts to make a report. The link can also be accessed on the Greensboro College webpage.

Phone Call: The toll-free hotline is 866-943-5787. An intake specialist will assist you with taking your information to report into the system.

You should call the Campus Conduct Hotline© if you observe or experience any activity or behavior that is harmful, unethical, questionable, or causes you or someone else personal injury. This includes fraud or crime, sexual harassment, discrimination, safety or facility risk issues, security and internet policy abuses, workplace hostility, fraudulent financial or business practices, or any other questionable behavior.

Once you make the report you will follow the process below:

- You will be provided with a randomly generated case number that you should use to check back for updates and requests for additional information. Be sure to write this number down and remember where you put it.
- Within one business-day of your call or online report, a summary of the report will be forwarded to the appropriate campus administrator for investigation. The goal will be to have a basic response back to you in five business days.
- To receive your response, you will need to call back or log back into the system and provide the case number that has been assigned to you. At that time, you might be asked to provide additional information or to check back at a later date. You will be able to keep checking back for updates until your case is closed.

Because of the built-in confidentiality, it is important that you try to be as specific as possible about the information you provide. Alternatively, if you would like someone to contact you directly, you can leave your name along with a phone number or email where and when you would prefer to be contacted.

To repeat, at no time are you required to identify yourself and all information provided can be completely confidential and anonymous.

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. Completed application for admission
2. Official and final high school transcript or GED record. Unofficial transcripts may be used for an admissions decision. However, students must provide an official high school transcript listing a final high school graduation date in order to enroll in classes for a second semester at Greensboro College.
3. Scholastic Assessment Test (SAT) or American College Test (ACT) scores (optional)

There is no application fee.

Greensboro College is test optional. Students are welcome to submit any test scores that they feel reflect their ability.

Admissions decisions are based on many factors. The most important factor is the student's high school curriculum. A recommended 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, 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, optional standardized test scores, extracurricular involvements and the caliber of the student's high school. Interviews are not required but are encouraged. Recommendations from teachers and school counselors are optional.

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 application active by sending a $250 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 student admissions procedures are the same as those for secondary school graduates or transfer students, with the exception of test requirements and College enrollment. Refer to the section of this *Catalog* entitled International Students for details.

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.

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 first-year students. Additionally, they should have official transcripts from any college previously attended sent to Greensboro College. Unofficial transcripts may be used for an admissions decision. However, students must provide official transcripts from all previous colleges listing final grades for all semesters attended in order to enroll in classes for a second semester at Greensboro College. If a transfer student has earned at least 24 credit hours in college, high school records and standardized test scores or test-optional essay 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.

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 Piedmont Alternative Licensure (PAL) program are also granted adult status. Additionally, students enrolled in the online degree programs 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 and final high school transcript or GED record. Unofficial transcripts may be used for an admissions decision. However, students must provide an official high school transcript listing a final high school graduation date in order to enroll in classes for a second semester at Greensboro College.
3. Official transcripts from all colleges/universities attended.

There is no application fee.

Transfer students with fewer than 24 credit 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.

Online Programs

Greensboro College offers bachelor's degree 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 students. The online degree undergraduate programs currently offered are:

- Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree with a major in criminal justice.
- Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree with a major in human development and family science.
- Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree with a major in psychology.
- Bachelor of Business Administration (B.B.A.) degree in Organizational Leadership.

Additionally, minors are also available in criminal justice, business administration and economics, psychology, human factors psychology, sociology/human services, and supply chain management 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. 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. 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 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 following these steps:

- The student must consult first with the Financial Aid Office to determine what changes, if any, will occur to financial aid awards if the switch is made.
- The student must complete a Petition for Exception to Academic Policy form, explaining the rationale for switching programs. The student's advisor must sign the form, and the form should be submitted to the Registrar's Office. A decision on the petition will be made by the Petitions Subcommittee of the Academic Deans Council.
- If the petition is approved, the student must apply for admission to the new program with the Admissions Office.

Admission Requirements

- a completed application for admission
- if fewer than 24 hours of college credit have been earned, the high school (or GED record) 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

To be considered for admission in the online degree programs, students must provide evidence of the ability to do college-level work through an online delivery system. Admission decisions for the online undergraduate degree programs at Greensboro College are based on the academic preparation of students. Admission decisions for the online undergraduate degree programs at Greensboro College are made 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 an in person or virtual interview. Exceptions to admissions requirements may be made for extenuating circumstances. 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.

Students enrolled in the online degree programs are granted adult status. Student already enrolled at Greensboro College who take an online course retain their admission status.

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

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 2.7. Greensboro College works with students who do not meet the GPA requirement.
4. Submission of an essay
5. Submission of two letters of recommendation, preferably from the candidate's employer or an instructor

There is no application fee.

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. The cumulative grade point average from the degree-awarding institution must be a minimum 2.7. Greensboro College works with students who do not meet the GPA requirement.
4. Submission of an essay
5. Submission of two letters of recommendation, preferably from the candidate's employer or an instructor

There is no application fee.

*NOTE: Candidates seeking licensure who are not employed as lead teachers must submit a separate application to the Educator Preparation Program during either their first semester at Greensboro College or by the completion of nine credit hours of coursework. Students must be admitted to the Educator Preparation Program by the end of their second semester of the initial license program. Candidates who are employed as lead teachers will be admitted to the Greensboro College Educator Preparation Program (EPP) upon admission to Greensboro College. Applications for admission to the Educator Preparation Program are available from the Educator Preparation Program, Proctor Hall East, Room 108.

International Students

Greensboro College welcomes applications from qualified international students. The admissions procedures are the same as those for secondary school graduates or transfer students, with the exception of test requirements and College enrollment. All

international students (freshmen and transfers) who are admitted will not be able to enroll in classes until they provide their final transcript showing successful completion of courses in progress and on earning a high school diploma or GED.

Prospective international undergraduate students must prove English proficiency in one of the following ways:

- Students who are from an English-speaking country or who have completed their secondary school with English as the medium of instruction are exempted from the English testing requirements.
- Transfer of a college-level English composition or other reading intensive courses with a "B" or equivalent at a regionally accredited U.S. college or university or a non-U.S. college or university where instruction is in English is required for admission.
- SAT (Evidence-Based Reading & Writing Section) with a minimum sub score of 480
  https://collegereadiness.collegeboard.org/sat
- ACT (English & Reading Sections) with a minimum of 17 average on the two sections
  https://www.act.org/
- Duolingo English Test with a minimum score 100
  https://englishtest.duolingo.com/applicants
- TOEFL iBT with a minimum of 77
  https://www.ets.org/toefl/test-takers/ibt/about.html
- IELTS Academic a minimum score of 6.0
  https://www.ielts.org/en-us
- Cambridge English Assessment with a minimum of B1 Level (140 or higher)
  https://www.cambridgeenglish.org/
- Oxford Test of English with a minimum of B1 level (81 or higher)
  https://elt.oup.com/feature/global/oxford-test-of-english
- Pearson English Test (PTE) with a minimum score of 53
  https://www.pearsonpte.com/
- MLAB with a minimum score of 76; with this option the College will also assess oral proficiency post-admission for the purpose of placement
- Complete and pass the required American Language Academy (in Greensboro, NC) Academic English Level 5.
- Complete EFL 074 and EFL 094 (Level 4) at Durham Technical Community College (in Durham, NC) with an A or B grade.

Exceptions may be made by the Director of Admissions in consultation with appropriate faculty and/or staff.

After the international student meets the criteria for admission and has been admitted to the college, the Office of International Programs (internationalprograms@greensboro.edu) will send the student an Affidavit of Financial Support that the student must submit with supporting financial and travel documents. Upon approval of those documents, the student will be required to pay a non-refundable $75.00 international fee.

Once the student has received their I-20, they should contact their embassy/consulate to make a visa appointment and pay their SEVIS fee within 72 hours of their visa appointment. After the student receives their visa, then they should contact the Office of International Programs (internationalprograms@greensboro.edu) to receive their next steps. If the student's visa is issued after the start of the semester, then the student will be required to submit a deferral form with the intent to defer no longer than one semester. If the student has not enrolled within one academic year from the student's initial admission to the College, the student must reapply and resubmit supporting financial documents.

Once the visa is received, then traditional students (defined as 22 years old and under) are required to pay the $250 deposit to hold their space in the entering class and in the residence halls. Students who are 23 and older or will turn 23 during their first semester at Greensboro College will need to complete a confirmation of attendance document.

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.
- Compliance with Greensboro College's standards for academic progress.

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 Director of Admissions or the Director of International Programs.

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.

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 Summer School Application, available online. Students who want to enroll in an online degree program must complete an online degree 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 Vice President for Academic Affairs and Provost. 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. Applications for readmission from academically suspended students will not be accepted on or after the first day of classes for the term in which the student is seeking enrollment.

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 Dean of Students Referral Form is required from the last institution attended. This form is not required for an adult student. The Admissions Office reserves the right to request a Dean of Students Referral Form if applicable. 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*.

FINANCE

Tuition, Fees and Resident Costs

College costs for the fall semester are due on or before July 31, 2025, and on or before January 9, 2026, 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 Fine Arts, Bachelor of Music Education, and Bachelor of Science degree programs for full-time, residential, traditional students are as follows for the 2025-2026 academic year.

Tuition	$21,560
Room and Meal Plan	$12,718
Telehealth and Wellness Plan	$100
Resident Cost Total	$34,378

Tuition covers up to 18 hours per semester. Excess over 18 hours is charged at $670 per credit hour or $75 per credit hour if audited. This overload charge of $670 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 60 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	$6,359	$12,718
Standard Private	$9,220	$18,440
Deluxe Double	$6,930	$13,860
Deluxe Private	$10,049	$20,098

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 the College per semester. This is the only payment plan offered by the College. For more information, contact the Office of Student Accounts by telephone at 1-336-272-7102 ext 5388 or by email at stuaccts@greensboro.edu. This plan can be adjusted and updated at any point during the semester after it is set up. The first payment is due within 24 hours of being confirmed by our office.

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

International Student Fee

International traditional degree-seeking students from countries outside the United States incur a charge of $500 per semester while enrolled at Greensboro College.

Study Abroad Fee

Students who enroll in classes abroad or in study abroad programs, and the credits earned are part of their academic programs, are charged a fee of $250 during the semester when the classes are taken.

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 $650 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.

Adult Student Tuition and Fees

The tuition rate for the Piedmont Alternative Licensure (PAL) is listed separately in the section below titled Piedmont Alternative Licensure (PAL) Program. Tuition rates for all other adult programs are listed in this section.

Tuition is charged at the rate of $386 per hour for undergraduate courses taken by 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 the College. This is the only payment plan offered by the College per semester. For more information, contact the Office of Student Accounts by telephone at 1-336-272-7102 ext. 5388 or by email at stuaccts@greensboro.edu. This plan can be adjusted and updated at any point during the semester after it is set up. The first payment is due within 24 hours of being confirmed by our office.

Piedmont Alternative Licensure (PAL) Program Tuition and Fees

Tuition for courses in the Piedmont Alternative Licensure (PAL) Program is $325 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.

Online Degree Programs

Tuition and Fees

Online degree program costs include a $75 technology and administrative support fee that is charged each semester and each summer session in which a student is enrolled. The tuition rate for online programs is $386 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 program online courses with the permission of the instructor and on a space available basis.

Most online courses in the online degree programs are scheduled for eight-week sessions. It is anticipated that online cohort degree 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 seven 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.

Tuition and Fees in Summary

Technology and Administrative Fee: $75 each fall and spring semester and summer session
Tuition: $386 per credit hour
Books and Class Materials: Variable Costs

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 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 online degree 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. If a student cannot participate in an online degree 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 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. Other adjustments may be made to the student's account at the discretion of the College.

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.

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

At the time of enrollment, online degree 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 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.

Delayed Veterans Affairs (VA) Tuition Payments Under the Post 9/11 GI Bill

Dependents of veterans will not be penalized for lack of payment for at least 60 days when the certifying official has proof that a valid transfer of entitlement (TOE) exists for said dependent.

Terms of Payment

New traditional students, upon notification of acceptance by the Admissions Office, must submit a deposit of $250 to the College. This deposit will be credited toward tuition. The deposit is refundable until May 1. The deposit for the spring semester is non¬refundable but can be transferred to the next fall semester.

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.

Student accounts must be kept current. When an account is a term past due with no consistent attempt to make payments, the student may be sent to a collection agency.

Payment Regulations

Greensboro College requires all students to sign a Financial Responsibility Agreement (FRA) annually. This document includes our policies and procedures for billing and collecting payment for tuition and fees. In an effort to increase financial literacy, the FRA will consolidate the financial terms and conditions into a single document. This must be signed by every student in order to register.

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.

After admission, students may complete initial registration only after payment of the enrollment deposit has been made (traditional students only) and FRA has been signed. Privileges of class attendance will not be granted until full settlement of charges has been made in the Office of Student Accounts. All accounts must be lower than $500 in order to register for the subsequent term. Additionally, students with an account balance of $500 or more on the last day of class in the current term will be dropped from classes for the upcoming term. Moreover, a student may not be advanced to candidacy for a degree and may not participate in commencement exercises until all indebtedness to the College has been paid in full.

Credit Balances

Students may request to receive their credit balance at any time after all aid has been posted and is ready to be issued. If a student has a credit balance from funding other than non-Title IV funding they can request to use this credit balance for future semesters. If a student has non-Title IV aid and has a credit balance on their account of $25 or less the college will not refund this amount unless the student requests the refund or the student ceases enrollment.

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 $65 per day for the Room and Board for the days they were on campus. The beginning of classes is defined as follows: the first day on which day classes are scheduled to meet, regardless of when a particular class begins.

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. Other adjustments may be made to the student's account at the discretion of the College.

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 midpoint of the semester 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

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. 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. When a student withdraws, the student may no longer be eligible for the full amount of Military Tuition Assistance funds originally awarded. To comply with the Department of Defense policy, Greensboro College will return any unearned TA funds on a prorate basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student officially withdraw. These funds are returned to the military Service branch. Instances when a Service member stops attending due to a military service obligation, the educational institution will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

Schedule of Refunds for Military Tuition Assistance (TA)

Refund Policy for classes that meet in sessions of eight weeks through 15 weeks of duration will include the Military Tuition Assistance refunds.

Military Tuition Assistance 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 funds will be refunded.
- If classes are canceled, 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:

- For 8 week (56 calendar days) classes
  - Day 1 of class through day 8 of class 90% return
  - Day 9 of class through day 16 of class 75% return
  - Day 17 of class through day 24 of class 50% return
  - Day 25 of class through day 34 of class 25% return

    - Twelve or more days past the end of drop/add period 0% adjustment

- For 15 week (105 calendar days) classes
    - Day 1 of class through day 16 of class 90% return
    - Day 17 of class through day 32 of class 75% return
    - Day 33 of class through day 49 of class 50% return
    - Day 50 of class through day 63 of class 25% return
    - Twelve or more days past the end of drop/add period 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 scholarships based on merit and the School of the Arts offers scholarships 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.
- 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.

*Any student accepted without official and final transcripts will be eligible for financial aid for one semester only. Students must provide final official high school and/or college transcripts in order to receive financial aid after their first semester.

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.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 the 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 the FAFSA and calculated Student Aid Index for aid calculation. The Student Aid Index 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, 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/or SAT or ACT scores.

Greensboro College also has Fine Arts scholarships which are awarded to students based on a combination of their talent and academic record. The music and theatre

departments hold auditions in which prospective students are invited to participate.

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.

Presidential Scholarship

This merit-based scholarship in combination with other institutional aid covers full tuition 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.

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. For test optional students, the evaluation is based on academic performance. The amount of the scholarship is $7,500. 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. For test optional students, the evaluation is based on academic performance. The amount of the scholarship is $6,500. 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. For test optional students, the evaluation is based on academic performance. The amount of the scholarship is $5,500. 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. For test optional students, the evaluation is based on academic performance. The amount of the award is $3,000. This award is renewable for three additional years provided that the student maintains required qualifications which are posted in the award letter.

Incentive 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. For test optional students, the evaluation is based on academic performance. The amount of the award is $1,000. 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 $2,000 to $7,500 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.

Fine Arts Scholarship

Music, theatre, and art scholarships are available to students with outstanding talents. The application includes either an audition through the appropriate department or the submission of a portfolio or samples of work. These scholarships are renewable provided that the student maintains the required qualifications which are posted in the scholarship letter. This scholarship is available to traditional students only. Additional institutional aid, including merit aid, will be limited for students who receive a fine arts scholarship.

United Methodist Scholarship

Recognizing our heritage as a Methodist-affiliated college, Greensboro College offers scholarships to traditional Methodist students in the amount of $500.

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 2025-2026 ranges from $0 to $7,395 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). The financial aid office runs a list of eligible students and sends an email asking for their interest in the program. Students that confirm interest are added into the program until the budget is reached. Students may also request work study directly with the financial aid office. Students are paid each month according to the hours worked. The pay rate is $10.00 an hour.

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, 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 F, FN, W, WF, and WN 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 time frame 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.) 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 Pell Grant
5. Federal SEOG
6. Other Title IV programs
7. Other federal, state, or private programs
8. Institutional programs
9. Student/Family

Repayment Policy

When a refund 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 refund 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 and state 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 and Policies

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. <u>The Academic Honor Code</u>

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. <u>Administrative Procedural Guidelines</u>

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.

A. 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.

i) 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.

ii) 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.

iii) 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 C.

iv) 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 Honor Code Violation Report Form will be sent to the co-chairs who will follow the procedure stated below in section B.

B. 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:

i) 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 Report 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 Report Form will be completed.

C. 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.

i) 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 Report 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.

ii) 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. Two members of the Academic Deans Council serve as co-chairs, and one faculty member is elected by the faculty at large. An additional member of the Academic Deans Council is selected to serve as an alternate for the co-chairs, and an alternate faculty member representative for the third Honor Council seat is also elected by the faculty.

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 Honor 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 Vice President for Academic Affairs and Provost to convene an emergency appointed Council.

5. Reporting an Infraction as a Student

Acknowledging an Honor Code violation is the first step in correcting it. 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. If the case is referred to the Academic Honor Council, the Council may, after review, impose penalties including, but not limited to: a warning, the imposition of a failing grade in the course, suspension for one or more semesters, and/or dismissal from the college. At its discretion, the Academic Honor Council 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. 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 Vice President for Academic Affairs and Provost shall review the matter. If the Vice President for Academic Affairs and Provost agrees with the penalty recommended by the Honor Council, then the student receives the penalty. The Vice President for Academic Affairs and Provost 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 Vice President for Academic Affairs and Provost, 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 aggregate data of the 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 credit 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 credit hours of credit, or the equivalent amount of work over a different period of time or different

credit hours available per course; 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), UExcel 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.
Policies on granting credit hours are reviewed by the Curriculum and Instruction Committee, the faculty as a whole, and the academic administrators of the College.

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 programs 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 and Programs

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 a multi-factor authentication system to gain access to its technology resources.

All students will be issued a username and password for use of the College's student information system and the email platform (Microsoft Outlook 365), through which students can access the learning management system (Moodle). After entering the correct password, the student will be prompted to enter a code, sent via text or through an authenticator application, usually on the student's cell phone, which then executes

a final biometric test of the identity of the user. This is a single sign-on procedure that provides access to a range of technology resources at the college. Though an individual device can remain signed-on, periodic demands to reverify the identity of user are required by the system.

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 may also be 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 Vice President for 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 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.

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 Vice President for Academic Affairs and Provost, 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 Vice President for Academic Affairs and Provost, 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 Vice President for Academic Affairs and Provost or the Dean of the Faculty, the decision of the school deans shall be communicated in like manner to the student and the Vice President for Academic Affairs and Provost, 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

(i) 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.

(ii) 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 (1. A.-F.) 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. 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 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 Vice President for Academic Affairs and Provost, 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 Vice President for Academic Affairs and Provost 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 Vice President for Academic Affairs and Provost or the Dean of the Faculty, the decision of the school deans shall be communicated in like manner to the student and the Vice President for Academic Affairs and Provost, 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.

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. 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.

Grievances involving non-academic behavior shall be handled according to the provisions of the Student Code of Conduct. Please see the *Pride Guide: Student Handbook* for more details about student conduct and due process.

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 2025-2026 Academic Calendars.

Academic Load

The usual course load for a full time undergraduate student each semester is 12 to 18 credit hours. The maximum course load for a semester is 18 credit hours. The usual course load for an undergraduate summer session is 6 to 8 credit hours. The recommended maximum course load for a summer session is 8 credit 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 credit 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 Vice President for Academic Affairs and Provost.

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 time frames 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 credit hours;
2. Sophomores, 28 credit hours;
3. Juniors, 60 credit hours; and
4. Seniors, 92 credit hours.

Quarter hours may be converted to credit hours using the formula two-thirds multiplied by number of quarter hours equals number of credit hours. For example, 2/3 x 30 quarter hours = 20 credit 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 within 30 days of the course withdrawal 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 Vice President for Academic Affairs and Provost 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. Students who need accommodations to complete an exam due to accessibility issues should follow procedures as set forth by the Office of Academic Accessibility prior to the exam's being given.

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 First-Year Composition Program.

All transfer, readmitted, and new traditional students' records are subject to review by the Director of the First-Year Composition 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 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 and Corequisites

A prerequisite is a course or requirement that must be satisfied before taking another course. A corequisite is a course or requirement that must be satisfied concurrently, in the same term, with another course. Prerequisites 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 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.

All students must be officially admitted or readmitted to Greensboro College before they are eligible to register. Students who are initially admitted or readmitted based on unofficial and/or non-final transcripts will not be allowed to register for a second semester. If the necessary transcripts are received by the Registrar's Office before the end of the second semester's drop/add period and all other outstanding registration holds have been cleared, then these students will be eligible to register for a second semester. 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 financial and 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
FN	Failure for Non Attendance
I	Incomplete
NC	No Credit
NR	Not Reported
P/F	Pass/Fail
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.

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 when the student does not complete or fails to meet the expectations of a course that uses the NC grading scale. 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 (P)

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 elect to 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 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.

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 NC, P, W, and WN do not affect the grade point average, although the hours earned do count toward the total needed for graduation. Grades of FN 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 credit 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 credit 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 credit hours attempted at Greensboro College.

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

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 credit 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 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.

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.studentclearninghouse.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.

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 their Pride Page. Records of progress for all students are maintained by the institution. Students may 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 credit hours completed at Greensboro College (52 credit hours must be completed at Greensboro College to be eligible for honors at graduation)
- All requirements for a B.A., B.B.A., B.F.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 credit hours in the major completed at Greensboro College (8 credit hours of upper level Biology are allowed for Allied Health majors)
- A minimum of 124 credit 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 credit hours 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 credit 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 credit 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 Office of International Programs.

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 Consortium and Dual Enrollment.

Credit for College Courses Taken While 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 Deans 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. 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 credit 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 credit hours may be awarded from all sources of alternative credit (AP, ACT-PEP, challenge examination, CLEP, DANTES, experiential, institutional credit). Of that 45 credit hours, a maximum of 16 credit hours may be awarded for challenge exams, a maximum of 8 credit hours may be awarded for experiential credit, and a maximum of 8 credit 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**	**Credit 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
	5	8	BIO 1100, 1110
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
European History	3	4	HIS 1150 or 1160
	4, 5	8	HIS 1150, 1160
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
Music: Listening/Literature	3	4	MUS 1100
	4, 5	6	MUS 1100
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)

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 credit 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 credit hours may be awarded for challenge examinations. When students receive credit for other forms of alternative credit, the total awarded may not exceed 45 credit hours, which includes the 16 credit 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 $30 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 Vice President for Academic Affairs and Provost. 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 credit hour.

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

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

UExcel Examination

National norms are utilized in decisions to award credit based upon UExcel examinations. Qualifying UExcel 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 UExcel transcript.

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 Agricultural and Technical State University by following normal consortium procedures. (See the section of this *Catalog* entitled Consortium for more information.) Students may receive up to, but no more than, 16 credit hours of credit applicable toward the 124 credit 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 Agricultural and Technical 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 Agricultural and Technical 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 who are enrolled in the Academic Success Program have additional requirements; please see the section of this *Catalog* entitled Academic Success Program for details. 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 credit 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 credit hours credit must attain a minimum 1.6 cumulative grade point average. The total number of credit hours attempted includes all transfer credit hours, repeated courses and courses graded Pass/Fail. (The actual number of credit 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 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 1.5, the term average is at least 2.0 on at least 6 graded credit hours, and any other stated conditions have been met.

Students who have attempted more than 27, but less than 60 credit 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 credit hours, and any other stated conditions have been met.

Students who have attempted more than 59 credit 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 credit 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.

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 complete the Academic Appeal Form that is provided at the time of the suspension within the time period designated in the letter of notification. If no appeal is received, the College will assume that the student does not intend to appeal. Appeals will not be accepted on or after the first day of classes for the term in which the student is seeking enrollment. In addition to submitting the Academic Appeal Form, students are allowed to attend the Scholastic Standing Committee meeting 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 attend in person, this should be stated on the Academic Appeal Form. A written appeal (the Academic Appeal Form) without a personal appearance is as valid as an appeal with a personal appearance.

Students who have been academically withdrawn or suspended at the end of a spring

semester may not attend Summer Session I, but they can appeal to the Scholastic Standing Committee to attend Summer Session II by completing the steps above. Similarly, any student who has not been enrolled for a semester or more after being academically withdrawn or suspended 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.

Dismissal and Withdrawal Policies and Procedures

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

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: 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 he/she 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: Student Handbook* 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, they 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 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 Senior Director of Student Financial Services for Federal financial aid eligibility determination and to the Dean of Students for withdrawal processing.

Leave of Absence

The Leave of Absence is an available option for students in graduate programs, licensure plus programs, or the Piedmont Alternative Licensure (PAL) program who need to stop their enrollment at the College but intend to continue their academic program at Greensboro College within the next semester or academic year. A Leave of Absence allows a student to break enrollment for one or two consecutive terms (specifically a fall semester, a spring semester, and/or a summer.) It is not necessary to request a Leave of Absence if the only term a student will miss is a summer term. Students approved for a Leave of Absence can re-enroll without applying for readmission if they return in the specified time frame. A Leave of Absence will not defer payments on any student loans that are due during the absence.

In order to be approved for Leave of Absence, students must request a Leave of Absence before the first day of class of the semester they are requesting a Leave of Absence and be eligible to return to Greensboro College and be in good academic, financial, and judicial standing with the college. Additionally, students may not take college courses at other institutions while on a Leave of Absence; if they do, then they

must apply for readmission to Greensboro College when they wish to return. Students should see the Dean of Students to request a Leave of Absence. The Dean of Students grants final approval for all requests for Leave of Absence. Students may request a Leave of Absence at any point in the semester for the next semester; however, the request will not be acted upon until after final grades for the semester are received. The Leave of Absence period begins at the start of the next semester. The Dean of Students will notify students requesting Leave of Absence in writing whether they have been approved for Leave of Absence status.

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 credit 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.

All students academically withdrawn from the College have a right of appeal. To appeal, a student must complete the Academic Appeal Form that is provided at the time of the suspension within the time period designated in the letter of notification. If no appeal letter is received, the College will assume that the student does not intend to appeal. Appeals will not be accepted on or after the first day of classes for the term in which the student is seeking enrollment. Students are allowed to appeal in person--in addition to submitting the Academic Appeal Form--before the Scholastic Standing Committee if they wish (unless the Committee meeting has already occurred), 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 Academic Appeal Form. A written appeal (the Academic Appeal Form) without a personal appearance is as valid as an appeal with a personal appearance.

Students who have been academically withdrawn and not enrolled at Greensboro College for one semester or more (excluding summer terms) 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.

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) credit hours and attain a grade point average of 3.5 or higher are eligible to be placed on the Dean's List. The six credit hours do not include repeated courses, and the term may not include any WN or FN grades. Grade point averages are not rounded up or down; they are recorded exactly as the calculations are determined automatically.

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 juniors and seniors who rank in the top 10% of their class 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 credit hours of biology courses (only 4 of these credit 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.

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 Educator Preparation 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 credit hours 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 credit 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 credit 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 credit hours of a Spanish or Spanish-American literature or civilization course. Candidates must rank in the upper 35% of their class, must have a minimum 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 credit 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.

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 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 credit hours needed to complete their degrees by April 15 in the summer session immediately following 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.

ACADEMIC PROGRAM

Academic Organization

The academic program is organized into schools: School of the Arts, School of Business, School of Humanities, School of Sciences and Mathematics, and School of Social Sciences and Education. The five schools are supported by the James Addison Jones Library. Each school consists of program areas of related academic departments. Members of the faculty belong to the school or library in which they perform their primary teaching duties.

In addition to the discipline-specific programs offered by the 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 Vice President for Academic Affairs and Provost, consists of five school representatives and other resource personnel.

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 Programs

Daniel J. Malotky, Vice President for Academic Affairs and Provost

Jessica G. Sharpe, Associate Vice President of Academic Affairs and 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

Josephine M. Hall, Dean, School of the Arts

Brittany M. Søndberg, Chair, Department of Art
Jonathan P. Brotherton, Chair, Department of Music
Ashley S. Hyers, Chair, Department of Theatre

Professors:	Jonathan P. Brotherton, Music
	Josephine M. Hall, Theatre
	James v Langer, Art
	William Perry Morgan-Hall, Theatre

	Brittany M. Søndberg, Art
Associate Professors:	Sean A. Saari, Theatre
Assistant Professor:	Ashley S. Hyers, Theatre/Dance Aaron M. Noë, Music Kelly A. Poquette, Music David S. Sebren, Theatre
Instructors:	Mahealani M. Jones, Theatre Anthony J. Schraeder, Media Studies

School of Business

Karen L. Knoch, Dean, School of Business

Hasije Harris, Chair, Department of Accounting
Karen L. Knoch, Chair, Department of Business Administration

Associate Professors:	Karen L. Knoch, Business
Assistant Professors:	Hasije P. Harris, Accounting Mark R. Luna, Business Yen Nguyen, Business Ruchi P. Upadhyay, Economics

School of Humanities

Michelle Plaisance, Dean, School of Humanities

L. Wayne Johns, Co-Chair, Department of English, Communication and Media Studies
Elena T. King, Co-Chair, Department of English, Communication and Media Studies
Allison L. Palmadessa, Chair, Department of History
Robert W. Brewer, Chair, Department of Religion, Ethics and Philosophy

Professors:	L. Wayne Johns, English Kathleen Keating, English Elena T. King, English and Teaching English to Speakers of Other Languages Daniel J. Malotky, Religion, Ethics and Philosophy Allison L. Palmadessa, History

	Michelle Plaisance, English and Teaching English to Speakers of Other Languages
Associate Professor:	Jason M. Stroud, History Colleen F. Colby, English and Communication Studies
Assistant Professors:	Robert W. Brewer, Religion Haley K. Gabrielle, Religion Hope W. Jackson, English Hee Jun Yang, Religion
Instructor:	Anthony J. Schraeder, Media Studies

School of Sciences and Mathematics

Wayne Harrison, Dean, School of Sciences and Mathematics

Anna G. Carter, Chair, Department of Kinesiology
Stuart Davidson, Chair, Department of Mathematics
Wayne Harrison, Chair, Department of Natural Sciences

Professors:	Stuart Davidson, Mathematics Wayne Harrison, Chemistry Jessica G. Sharpe, Biology
Associate Professor:	Jessica R. Bostic, Biology Sandra L. Cooke, Biology Jonathan L. Pickeral, Kinesiology
Assistant Professors:	Amber T. Booker, Kinesiology Anna G. Carter, Exercise Science Catherine M. Gold, Health Sciences Elizabeth F. Lewis, Mathematics Yul Eum Sim, Biology

School of Social Sciences and Education

Natasha W. Veale, Dean, School of Social Sciences and Education

Rebecca F. Blomgren, Chair, Department of Education
Altan Atamer, Chair, Department of Political Science and Legal Administration
Kristin A. Sheridan, Chair, Department of Psychology
John W. Barbrey, Chair, Department of Sociology and Criminal Justice

Professors:	Rebecca F. Blomgren, Education
	Susan D. Connelly, Education
	Lawrence D. Czarda, Public Administration
	Natasha W. Veale, Special Education
Associate Professors:	John W. Barbrey, Criminal Justice
	Laura K. Handler, Education
	Kristin A. Sheridan, Psychology
Assistant Professors:	Altan Atamer, Political Science
	Amy M. Ernstes, Sociology
	Dorisa L. Parker, Psychology

Interdisciplinary Minors and Other Academic Programs

African American Studies Interdisciplinary Minor
Allison L. Palmadessa, Coordinator

Allied Health Program
Jessica G. Sharpe, Advisor

Center for the Enhancement of Teaching and Learning
To Be Determined

Child and Family Studies Interdisciplinary Minor
Susan D. Connelly, Coordinator

The George Center for Honors Studies, Humanities Minor
L. Wayne Johns, Director

Graduate Program in Teaching English to Speakers of Other Languages
Michelle Plaisance, Director
Elena T. King, Associate Director

Greensboro College Seminar Program
Jenna R. Avent, Director

International Programs
Paula M. Wilder, Director

International Studies Interdisciplinary Minor
Allison L. Palmadessa, Coordinator

Sexuality, Gender, and Identity Studies Interdisciplinary Minor
Kristin A. Sheridan, Coordinator

Study Abroad Program
Katrina G. O'Neill, Advisor

Educator Preparation Program
Rebecca F. Blomgren, Director
Pamela J. Bennett, Assistant Director

Undergraduate Degree Requirements

Greensboro College offers the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine 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.B.A., B.F.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 re-enroll. Each set of requirements is described in the following sections.

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.F.A., B.M.E. or B.S. degree must complete a minimum of 124 total credit hours. Students seeking North Carolina Department of Public Instruction (NCDPI) licensure should be aware that more than 124 credit hours may be required.

All students must earn a cumulative grade point average of at least 2.0 for all credit hours taken at Greensboro College including all credit hours in excess of the 124-credit-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 credit hours at Greensboro College to graduate from Greensboro College. At least 12 credit hours in the major must be completed at Greensboro College, and a minimum of 8 credit hours in a minor must be completed at Greensboro College.

Students must complete the last 30 credit hours prior to receiving a degree at Greensboro College to receive a degree. Students who wish to complete part of their last 30 credit 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 Vice President for Academic Affairs and Provost. If the petition is approved, the student will have a maximum of two semesters (excluding summer terms) to complete the degree.

Students pursuing the B.A., B.M.E., and B.S. degrees may earn additional credit hours in the major discipline beyond the minimum required, not to exceed 50% of the total credit hours for their degree. Students who exceed 50% of total credit hours in the degree with major courses must compensate by taking additional non-major credit hours, thereby keeping the ratio of major credit hours 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 credit 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 Business Administration, Bachelor of Fine Arts, Bachelor of Music Education, and Bachelor of Science 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 30-40 credit hours (the difference allows for transferred equivalent courses). Students must complete courses in each of the following five categories: composition, artistic/literary, quantitative/analytical, religious/ethical, and societies and structures. At least one general education course must be designated as a humanities course. Students who complete all of these courses at Greensboro College will earn a total of 40 credit hours of general education coursework. Transfer students whose total credit hours across the five general education categories is less than 30 credit hours must take additional courses from these categories to earn at least 30 credit hours.

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 Great Texts I: Classics of World Literature, Religion, and Philosophy from Antiquity
HON 1120 Great Texts II: Classics of World Literature, Religion, and Philosophy from the Medieval and Early Modern Periods

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 composition requirement within the specified time must obtain permission from the Vice President for Academic Affairs and Provost to enroll at the College for a subsequent semester.

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 1200 Creative Ideation with Drawing & Design
ART 2100 History of Women Artists (H)
ART 2903 Global Traditional Arts (H)
ART 2910 Art History I: Prehistoric to Medieval Art (H)
ART 3910 Art History II: Renaissance to Contemporary Art (H)
ECM 2110 Global Texts (H)
ECM 2129 World Drama (H)
ECM 2130 Other Worlds: Science Fiction and Fantasy (H)
ECM 2140 Gods and Monsters: Mythology (H)
ECM 2170 Special Topics in Film (H)
ECM 2180 Young Adult Literature (H)
ECM 2190 Special Topics: Literary Imagination (H)
ECM 2450 Introduction to Creative Writing (H)
ECM 2480 Screenwriting (H)
ECM 3050 World Cinema (H)
ECM 3100 Foreign Literature in Translation
ECM 3519 African-American Writers (H)
ECM 3529 Women Writers (H)
ECM 3539 Writers of the American South (H)
ECM 3540 Migration Literatures (H)
ECM 3559 Gender and Sexuality in Literature (H)
GER 3100 The Fairy Tale
MUS 1100 Music Appreciation (H)
MUS 2080 Jazz Appreciation (H)
OBA 3530 Fine Arts-Music: Traditional and Contemporary Perspectives
OBA 3535 Fine Arts-Theatre: Traditional and Contemporary Perspectives
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 I and Laboratory
BIO 1110 General Biology II and Laboratory
BIO 3450 Environmental Science and Laboratory
MAT 1010 Ideas in Mathematics
MAT 1030 Mathematics of Finance
MAT 1050 Functions and Their Applications
MAT 1080 Introduction to the Mathematics of Computer Graphics
MAT 2020 Operations Research
MAT 2060 Calculus I
MAT 2360 Statistics

OBA 1110 Human Capital Science
OBA 2720 Statistics for Management Analysis

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

One course from this list of religion and theology courses (recommended for students' first year):
REP 1000 The Story of the Old Testament (H)
REP 1010 The Story of the New Testament (H)
REP 1100 Christian Thought (H)
REP 1200 The Stories of Christianity (H)
REP 1400 Introduction to Religion and Culture: Diverse Methods and Theories (H)
REP 1500 World Religions (H)
REP 1510 World (Global) Christianity (H)

One course from this list of philosophy and ethics courses (recommended for students' second or third year):
OBA 1635 Ethics at Work (H)
REP 1300 Introduction to Philosophy (H)
REP 1330 Eastern Philosophy: The History of Eastern Thoughts (H)
REP 1320 Feminist Ethics and Philosophy (H)
REP 1600 Introduction to Ethics (H)
REP 1610 Christian Ethics (H)
REP 1625 Bioethics and Environmental Ethics (H)
REP 1635 Ethics at Work (H)
REP 1655 Ethics and the Arts (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 2200 Principles of Microeconomics
ECO 2300 Principles of Macroeconomics
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 History and Philosophy of Modern Thought (H)
HON 2120 Critical Issues in Contemporary Society
KIN 1100 Personal Fitness and Wellness
OBA 2200 Principles of Microeconomics
OBA 2300 Principles of Macroeconomics
POL 1100 Introduction to American Government
POL 2110 International Relations
PSY 1100 General Psychology
SOC 1010 Sociological Imagination
SOC 2010 Migration and Society

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.

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

To receive a B.A., B.F.A., B.M.E., or B.S. 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.

Your Path Forward Requirements

Greensboro College's Your Path Forward program provides a four-year common academic experience for students designed to enhance their experiences at early, intermediate, and culminating levels. Your Path Forward includes skills and information related to transitioning to college, self-reflection activities and researching majors, experiential learning, and career and/or graduate studies preparation. Traditional students must complete the following Your Path Forward requirements for graduation, many of which also satisfy major requirements:

First year: GCS 1100, Greensboro College Seminar Requirement

Traditional students are required to successfully complete GCS 1100, Greensboro College Seminar. Students who transfer in at least 28 credit hours upon initial enrollment, students who have transfer credit for GCS 1100, students in an online program, 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.

Second year: CLD 2100, Define Your Path Requirement

Traditional students are required to successfully complete CLD 2100, Define Your Path. Students who transfer in at least 56 credit hours upon initial enrollment and adult students are exempt from this requirement. CLD 2100 meets for 10 class meetings over a 6-week period. Students should enroll in CLD 2100 during their sophomore year at Greensboro College. Students who do not earn a passing grade in CLD 2100 must repeat it at their earliest opportunity.

Third year: Experiential Learning

Traditional students are required to successfully complete an experiential learning component that is specified by their major discipline. This requirement for each major is included on the curriculum chart in the section of this *Catalog* entitled Curriculum.

Fourth year: Capstone Learning Component

Traditional students are required to successfully complete a capstone learning component that is specified by their major discipline. This requirement for each major is included on the curriculum chart 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 Fine 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 credit hours and a maximum of 48 required credit 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 credit hours in the major, not to exceed 50% of the total credit hours for their degree. Students who exceed 50% of total credit hours in the degree with major courses must compensate

by taking additional non-major credit hours, thereby keeping the ratio of major credit hours 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 credit 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 must file a Petition for Exception to Academic Policy to pursue a degree in a major that is not normally offered. 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/Painting and Drawing (B.F.A.)
Art/Sculpture (B.F.A.)
Art with K-12 Teacher Licensure (B.A.)
Biology (B.S.)
Biology/Allied Health (B.S.)
Birth through Kindergarten Education (B.A.)
Business Administration and Economics (B.S.)
Chemistry (B.S.)
Criminal Justice (B.A., B.S.)
Data Science (B.S.)
Elementary Education (B.A.)
English (B.A.)
English with Secondary Teacher Licensure (B.A.)
English and Communication Studies (B.A.)
Exercise and Sport Studies (B.S.)
Games and Interactive Media (B.A.)
Health and 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.)
Mathematics (B.S.)
Mathematics Education (B.S.)
Middle Grades Education (B.A., B.S.)
Music (B.A.)
Music Education (B.M.E.)
Organizational Leadership (B.B.A.)
Political Science (B.A.)
Psychology (B.S.)
Public Health (B.S.)

Religion (B.A.)
Secondary Comprehensive Science Education (B.S.)
Sociology (B.A.)
Special Education/Adapted Curriculum (B.A.)
Special Education/General and Adapted (B.A.)
Studio Art (B.A.)
Supply Chain Management (B.S.)
Theatre (B.A., B.F.A.)
Theatre with K-12 Licensure (B.A.)

Minors

A candidate for the B.A., B.B.A., B.F.A., B.M.E., or B.S. degree may select a minor. A minor is optional and not required for graduation. A minor consists of not less than 16 credit hours, with completion of at least 8 of those credit hours at Greensboro College. At least 12 of the credit 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.

Minors are offered in the disciplines listed below.

Accounting
African American Studies
Biblical Studies
Biology
Business Administration and Economics
Business Analytics
Chemistry
Child and Family Studies
Coaching
Communication
Costume
Creative Writing
Criminal Justice
Dance
Data Science
Design/Technical Theatre
Education
English
Exercise Science
Games and Interactive Media
Health
History
Human Factors Psychology
Humanities
International Studies

Legal Administration
Mathematics
Music
Musical Theatre
Philosophy and Ethics
Political Science
Psychology
Religion
Sexuality, Gender, and Identity Studies
Sociology
Sociology/Culture and Diversity
Sociology/Human Services
Spanish
Sports Communication
Studio Art
Supply Chain Management
Theatre

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 credit 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 Vice President for Academic Affairs and Provost 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 Vice President for Academic Affairs and Provost 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 Vice President for Academic Affairs and Provost 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 Vice President for Academic Affairs and Provost 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 credit hours is taken at Greensboro College;

3. the student fulfills the requirements for a Greensboro College B.A., B.B.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 credit hours in the major are completed at Greensboro College (8 credit 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 credit 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 credit hours in the major are completed at Greensboro College (8 credit 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.

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.

Admission

Accepted incoming freshman who have a grade point average of 3.8 of higher will be invited to apply for acceptance into the George Center for Honors Studies.

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 credit hours of college coursework or of 3.5 or higher in less than 30 credit 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. Honors students must make a C- or better in all honors courses. No honors courses may be taken Pass/Fail.

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. Students will be strictly held to the Academic Honor Code.

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 credit 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).

First-Year Honors Course Sequence: Ancient Mesopotamia to Early Modernity

HON 1110 and HON 1120, are 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.

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 credit hours of credit being awarded for the Religious/ Ethical general education category requirement (the religion and theology grouping).

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

HON 2110 and HON 2120, two team-taught interdisciplinary seminars, are led by faculty in history, the social sciences, and other areas. These courses 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.

Successful completion of HON 2110 with a grade of C- or better satisfies the history course requirement in the Societies and Structures general education category. Successful completion of HON 2120 with a grade of C- or better satisfies the social sciences course requirement in the Societies and Structures general education category.

Third- and Fourth-Year Honors Sequence

During the third and fourth years of the program, students undertake an independent and original project under the supervision of a faculty advisor that culminates in the Honors Capstone Project. In the third-year courses, HON 3010 and HON 3020, students will research and develop their project; in the fourth-year courses, HON 4110 and HON 4120, students finalize and present their project. While the project itself will involve a traditional academic document -- that is, a formal written account of the project -- the range of possible projects 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 reflects an in-depth study of material. Previous projects 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.

Students who successfully complete the George Center for Honors Studies course requirements also earn a minor in humanities. See Humanities Minor in the Curriculum section of this *Catalog* for specific Honors Studies requirements.

Honors Scholar

Students who successfully complete the 24-hour Honors sequence including presentation and turning in the Honors Capstone Project 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.

Students entering the George Center for Honors Studies in their sophomore year who successfully complete the second-year sequence and remaining Honors coursework, two Honors Independent Study credits linked to 2000-level or higher courses, one within the school of their major and one outside or two approved Humanities courses as well as presentation and turning in the Honors Capstone Project 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 after their second year who successfully complete HON 3010, HON 3020, HON 4810 and HON 4820, including presentation and turning in the Honors Capstone Project earn the designation "Honors Associate," which is reflected on the students' transcripts and diplomas.
In addition, Honors Associates are recognized at commencement.

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.

Post Baccalaureate Programs for Teacher Licensure

Greensboro College offers two programs for post baccalaureate students who would like to pursue teacher licensure: the Piedmont Alternative Licensure Program and the Teacher Licensure-Only Program. Please refer to the sections below for information and requirements.

Piedmont Alternative Licensure Program (PAL)

The Piedmont Alternative Licensure (PAL) Program provides the professional education sequence necessary for teacher licensure for clinical resident 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 2.70 grade point average in their undergraduate degree or have met NCDPI clinical resident or emergency permit employment requirements.
4. have taken and satisfied the Core Academic Skills for Educators in reading, writing, and mathematics if required for clinical residency or emergency permit employment.
5. Although currently employed clinical resident teachers will receive priority for acceptance into PAL, non-teaching candidates may apply to the PAL Program if they have a cumulative 2.70 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 under Education in the Curriculum section of this *Catalog*.

For more information about the PAL Program, contact the Director of the Educator Preparation Program.

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 educator preparation, 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.

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); English as a Second Language

(K-12) (see details in the *Greensboro College Graduate Academic Catalog*), and theatre education (K-12). 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 Educator Preparation 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 Educator Preparation Committee for information. All students, including licensure-only, clinical resident and provisional licensure students, should seek admission to the Educator Preparation 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 educator preparation, 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.

The Teacher Licensure-Only course requirements for each licensure area are listed under Education in the Curriculum section of this *Catalog*.

International Programs

The Office of International Programs at Greensboro College is dedicated to fostering a global perspective and enhancing the internationalization of the college. This office plays a pivotal role in supporting international students who aspire to study at Greensboro College, developing international partnerships, and facilitating study abroad opportunities for current students. The office also serves as the advisor for the student-led GC International Club open to all students.

Support for International Students

The Office of International Programs provides comprehensive support to international students from the moment they express interest in Greensboro College. Services include assistance with the application and visa processes, pre-arrival orientation, and ongoing support throughout their academic journey. The office ensures that international students have access to resources that help them acclimate to life in the United States and thrive academically and socially. From personalized advising to cultural integration programs, the office is committed to creating a welcoming and supportive environment for all international students.

International Partnerships

Greensboro College values its global connections and actively seeks to develop and maintain partnerships with institutions worldwide. The Office of International Programs spearheads these initiatives, facilitating academic collaborations, research partnerships, and exchange programs that benefit both the college and its partners. By fostering these relationships, the office enhances the educational experiences of students and faculty, promoting cross-cultural understanding and collaboration.

Internationalization of the College

The Office of International Programs plays a crucial role in the broader internationalization strategy of Greensboro College. By integrating global perspectives into the curriculum, organizing international events, and promoting diversity and inclusion, the office contributes to a campus culture that values and respects international experiences. This commitment to internationalization prepares students to become global citizens who are knowledgeable, empathetic, and equipped to succeed in an interconnected world. Overall, the Office of International Programs at Greensboro College is dedicated to enhancing the international dimension of the college through robust support for international students, strategic international partnerships, enriching study abroad opportunities, and comprehensive efforts to internationalize the campus community.

Greensboro College maintains articulation agreements with Vancouver College (VC) and American Public University System (APUS) to expand access to flexible, online learning opportunities. Select VC and APUS courses have been pre-approved by Greensboro College to count toward degree requirements. Additional courses may be considered on a case-by-case basis with approval from the appropriate academic dean. These partnerships support students in progressing toward graduation while accommodating a variety of academic and scheduling needs.

Study Abroad Opportunities

For Greensboro College students seeking to broaden their horizons, the Office of International Programs offers a variety of study abroad programs. The office provides guidance on selecting appropriate programs, securing financial aid, and ensuring a smooth transition to and from study abroad destinations. Whether through semester-long exchanges, summer programs, or faculty-led trips, students are encouraged to explore and engage with the world beyond their home campus.

Studying abroad offers students a chance to immerse themselves in a different culture, experience a new environment, and gain a global perspective. Students can enhance their academic knowledge and skills by gaining exposure to different teaching methods, curriculum, and research opportunities. It provides an opportunity to learn from professors and experts in the field from diverse cultural backgrounds. Learning

is one component; study abroad also creates a unique chance for personal growth and development. Living in a foreign country challenges students to adapt to new environments, become more independent, and develop cross-cultural communication skills. It encourages individuals to step outside their comfort zones, fostering resilience, self-confidence, and adaptability. Students get to experience the customs, traditions, and daily life of a different culture firsthand. This exposure allows them to broaden their perspectives, appreciate diversity, and develop a greater understanding and respect for other cultures.

Study abroad partner exchange agreement destinations include, the United Kingdom (England, Scotland, Northern Ireland), Brazil, Belize, Cyprus, Croatia, Costa Rica, and Germany. In addition, the study abroad advisor works with students to find programs focused in countries of the student's choice.

The duration of study abroad programs can vary, ranging from a few weeks to a full academic year. Students can choose a course of study in select destinations based on their interests and academic goals.

Study abroad destinations include, but are not limited to, the United Kingdom (England, Scotland, Northern Ireland), Brazil, Belize, Cyprus, Croatia, Costa Rica, and Germany.

Details about the individual programs, along with information on how to apply for them, are available from the Office of International Programs. Students also should consult with a Greensboro College faculty member in the intended discipline of study about their study abroad plans. In consultation with the Office of International Programs and the Registrar, students participating in Study Abroad Programs must register in a placeholder course (INT 0001 or INT 0002) for the term in which they will be abroad.

Projects Abroad

Greensboro College serves as the School of Record for Projects Abroad in Monteverde, Costa Rica. This agreement recognizes Greensboro College as the School of Record, which, after approving certain courses and instructors, will grant academic credit to students who complete these courses with a passing grade.

While this program is available to students across the country and the world, Greensboro College students who participate will receive a 10% discount on the total costs.

The agreement to serve as school of record (SOR) are based on the following criteria:

- Greensboro College actively promotes the program for its students;
- Greensboro College has a stake in the academic content and quality of the program;
- The program has appropriate control and oversight procedures in place;

- Criteria for faculty hire, course design and approval, credit and grading, and student assessment are consistent with those of Greensboro College and with The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which approves the School of Record agreement.

For the Projects Abroad program, Greensboro College maintains active oversight through the Curriculum and Instruction Committee (CIC) and faculty. All Projects Abroad courses are taught by the Projects Abroad faculty, and all significant course modifications must be reviewed and approved by the CIC and GC faculty.

For students outside of the Greensboro College student body, there is an administrative fee for the School of Record service managed by Projects Abroad. This fee covers Greensboro College student record creation, non-degree registration at the College during the term abroad, and an official College transcript to be sent to the student's home institution at the end of the program including the study abroad coursework. The transcripting process can take up to, but no longer than, 4-6 weeks after the Registrar's Office has received the study abroad grades from the provider.

Sichuan Film and Television University, China

The Bachelor Program in Studio Arts - Digital Media and Game Aesthetics / Graphic Design is an international collaboration between Greensboro College-School of the Arts and Sichuan Film and Television University (SFU), China. Chinese students enrolled in the program will have the opportunity to travel to the Greensboro College campus in North Carolina to continue their studies and learn from Greensboro College faculty and staff.

The goal of the program is to develop students' strong practical application skills in the area of digital media art, and design. The aim is to help prepare Chinese students to work in the film and television industry, as well as interactive design, art, academic research, and serve as the innovators in new media era in China. Another goal of the program is to support Greensboro College's strategic goal to bring a more diverse and inclusive culture at all levels and in all areas.

The program is a four-year, full-time study program. SFU students will study in China for the first three years with courses taught at SFU by their faculty and online and on site coursework taught by Greensboro College faculty. For the fourth year, the SFU students who successfully finish the first three years' courses prescribed in the education plan of this program and meet the academic and English language requirements, have the option to study their final (fourth) year at Greensboro College.

Students who complete the fourth year at Greensboro College and fulfill all the requirements for the program, including graduation requirements at Greensboro College will be awarded a Bachelor of Arts Degree.

For more information about the degree requirements for the Bachelor Program in Studio Arts - Digital Media and Game Aesthetics / Graphic Design, please see the section of this *Catalog* entitled Art.

Other Academic Programs and Courses

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 credit hours for a Certificate of Study, with completion of at least eight of those credit 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.

Consortium

Greensboro College participates in a consortium 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 Agricultural and Technical 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 Agricultural and Technical State University by following normal consortium procedures. Students may receive up to, but no more than, 16 credit hours of credit applicable toward the 124 credit 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 Agricultural and Technical 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 Agricultural and Technical 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.

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.

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 Vice President for Academic Affairs and Provost 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.

Educator Preparation Program

The Educator Preparation 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, English as a

second language (see details in the *Greensboro College Graduate Academic Catalog*), 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.

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. Students enhance their communication skills including writing, speaking, and digital media skills by making appointments at the First Citizens Bank Global Communication Center. Appointments (always free) are scheduled by preferred format: online synchronous, online asynchronous, or in person at the Center.

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

Global Engagement and Service Learning 3890 (2-4)

This course integrates global travel and experiential learning into the academic curriculum, offering students the opportunity to earn academic credit through participation in international volunteer programs. Designed to enhance global education, this immersive experience allows students to apply classroom knowledge in real-world contexts while developing intercultural competencies, problem-solving skills, and a deeper understanding of global issues. Students will engage in structured volunteer projects that align with their academic and professional interests, fostering both personal and intellectual growth. Credit allocation is based on the scope and duration of participation, as determined by academic leadership. Students must obtain permission of the Director of International Programs and the student's academic advisor.

Greensboro College Seminar

Greensboro College Seminar (GCS) is a program designed to assist traditional incoming students with their transition to Greensboro College. The program includes courses designed for traditional first-year and transfer students participating in an on-ground program. 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.

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.

Internships 3800 (1-8)

Internships are a part of Greensboro College's Common Experience in Experiential Learning for students (with limited exceptions) and should be completed in the Junior year.

Internships in all disciplines must be coordinated with the Faculty Supervisor and the Director of Career and Personal Development. Internships must be approved by the appropriate Department Chair, Director of Career and Personal Development, and the Dean of the Faculty. The contract must be completed with all required signatures and processed through the Registrar's Office. During the academic year, the internship course will remain in pending status until the Registrar's Office receives the completed contract, at which time the pending course will be converted to actual enrollment. Students must register for their internship course by the add/drop deadline in the semester or summer in which they will be doing their internship. Summer internships that will continue into the fall must be registered for in the summer. Internship credit will not be awarded for any work done in the past. Seniors who gain employment with an organization for after graduation may not use their place of employment as their internship site. Students with established employment at a site will be permitted to use the site for their internship only if the internship activities are substantially different from the student's normal job responsibilities. Students interning with their family's business must have someone other than a parent or guardian as their site supervisor. Internships may not be taken through the Consortium.

Students will meet regularly with the faculty supervisor for the internship and will complete appropriate assignments. Students will be responsible for acquiring a completed and signed evaluation from their site supervisor at the end of the internship, go over the evaluation with the site supervisor, and submit it to their faculty supervisor as part of their final grade by the last day of classes. A final grade will be given by the faculty supervisor for the internship.

Permission of the faculty advisor and faculty supervisor in the discipline is required. One credit hour of credit requires three clock hours per week in the workplace, unless otherwise stipulated by the faculty supervisor. The maximum credit hours for all internships toward the 124 credit hours required for graduation is eight. The maximum credit hours allowed toward a major is eight, unless otherwise stated in the specific requirements for a particular major. Prerequisites for internships include junior standing with at least 12 credit hours earned at Greensboro College and have a minimum 2.0 cumulative grade point average, unless otherwise stated by the major. The grade point average requirement is waived if the internship is required for the major. The waiver extends only to the minimum number of credit hours of internship credit required by the major.

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.

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. 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.

Special Topics Courses

Special topics courses are offered in a variety of disciplines and can be identified by the course title. If the course has a different topic of focus, special topics courses may be repeated for additional credit. Refer to the course description for details on the number of times a course may be repeated for credit. If a student wishes to repeat a special topics course for a grade replacement, the student must file a Petition for Exception to Academic Policy form, which is available by contacting the Registrar's Office.

CURRICULUM: MAJOR AND MINOR REQUIREMENTS

Students must complete all requirements listed in this *Catalog* in the section entitled Undergraduate Degree Requirements as well as those listed for each major. Total credit hours equals the minimum number of credit hours required to complete the degree.

Accounting

Department of Accounting; School of Business

Degree: Bachelor of Science (B.S.)

Major: Accounting

Minor: Accounting

The Department of Accounting is dedicated to educational excellence by exposing our students to the theoretical frameworks and real-world learning experiences. We prepare our students to engage in diligent scholarship which advances their technical knowledge and interpersonal skills. Our students are equipped to enter the work force or continue their education endeavors to pursue accounting certifications. The accounting major is intended to provide students with a solid background in business functions, terminology, and theory as well as develop well written and oral communication skills to prepare students to compete successfully in an increasingly competitive business market.

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.

Major: Accounting

Required Courses:

Course number	Course title	Credit hours
ACC 1102	Financial Accounting	4
ACC 1104	Managerial Accounting	4
ACC 2202	Intermediate Accounting I	4
ACC 2204	Intermediate Accounting II	4
ACC 2302	Accounting Information Systems I	4

ACC 2304	Accounting Information Systems II	4
ACC 3300	Tax Accounting	4
ACC 3400	Auditing	4
ACC 3600	Cost Accounting	4

Required Related Courses:

Course number	Course title	Credit hours
BUS 2002	Organizational Behavioral & Management	4
BUS 2003	Marketing	4
BUS 2401	Advancing with Excel	4
BUS 2720	Descriptive Business Analytics	4
BUS 3400	Financial Management	4
BUS 3600	The Legal Environment of Business	4
BUS 4210	International Business	4
BUS 4900	Business Policy and Strategy	4
ECM 2440	Successful Communication at Work	4
ECO 2200	Principles of Microeconomics	4
Choose one of these courses:		4
REP 1600	Introduction to Ethics	
REP 1635	Ethics at Work	
MAT 2000+ course	Requirement for B.S. degree	4

Total credit hours = 84 for B.S. degree

Note: Students who complete all accounting major requirements will also earn a minor in business administration and economics.

Minor: Accounting

Required Courses:

Course number	Course title	Credit hours
ACC 1102	Financial Accounting	4
ACC 1104	Managerial Accounting	4
ACC 2202	Intermediate Accounting I	4
ACC 2204	Intermediate Accounting II	4
ACC 2302	Accounting Information Systems I	4

Total credit hours = 20

African American Studies

Department of History; School of Humanities

Minor: African American Studies

Minor: African American Studies

The African American Studies Minor is an interdisciplinary minor requiring a minimum of 20 credit hours from approved courses in history, literature, music and sociology. This minor is open to any students interested in studying the African American experience from multiple disciplinary perspectives.

Required Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
ECM 2410	Student Publications Practicum (1-2 hours; may repeat to total 4 hours)	
ECM 3450	Advanced Creative Writing (2 hours; may repeat to total 4 hours)	
ECM 3610	Special Topics in English	
HIS 1220	Nineteenth Century America	
HIS 2500	Special Topics Survey	
HIS 3390	History of Crime	
HON 2120	Critical Issues in Contemporary Society	
POL 3320	The Civil War & Reconstruction	
REP 3500	Special Topics in Religion	
THE 4500	Special Topics in Theatre (1-4 hours)	
ECM 3519	African American Writers	4
HIS 2130	African American History	4
MUS 2080	Jazz Appreciation	4
SOC 3509	Race, Class, & Gender	4

Total credit hours = 20

Note: Special Topics courses should be related to race or African American studies when offered and approved by the department chair.

Art

Department of Art; School of the Arts

Degrees: Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.)

Majors:

- Art: Drawing and Painting (B.F.A.)

- Art: Sculpture (B.F.A.)
- Studio Art (B.A.)
- Studio Art with 2-D Concentration (B.A.)
- Studio Art with 3-D Concentration (B.A.)
- Studio Art with Concentration in Digital Art and Game Aesthetics (B.A.)
- Studio Art with Concentration in Graphic Design (B.A.)
- Studio Art with Concentration in Jewelry Design and Metalsmithing (B.A.)
- Studio Art with Concentration in Pre-Art Therapy (B.A.)
- Art with K-12 Teacher Licensure (B.A.)

Minor: Studio Art

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. Our Art Department shapes students' critical awareness and builds every creative aspect of an artist. Our students closely study art's significant impact on the world, from many cultures and perspectives. They apply their discoveries to their own work and practice, mastering how to engage people through a wide range of media.

Upon completion, students will have gained experience in portfolio development, resume preparation and communication skills. Also, through installing their senior exhibition, promoting their work, and applying to shows, students will be prepared for creative careers and/or professional studio arts practice.

Consistent with the mission of Greensboro College, the Studio Art program seeks to encourage students to use their art to try to make a difference, especially if there is something they are specifically passionate about. Through knowledge and practice, students begin their pursuit of a creative career and share their vision with a wider world beyond the College.

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 combination of the following media: drawing (including those done from life, not by copying photographs), 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.

The B.F.A. programs in Art/Drawing and Painting and in Art/Sculpture are designed to prepare students to pursue graduate study in art and/or develop careers in a range of venues. The program provides a challenging and rigorous level of instruction in art media with attendant expectations for level and quantity of production in the studio, using scaffolded increases in size, scale, and difficulty of subject, technique, and concept. Additionally, the B.F.A. program provides a number of ways to learn how the history and theory of traditional and modern/contemporary Western and non-Western art forms have evolved and expressed the ideas and beliefs of their cultures. Students will take their own stand in their work, and create moments of reflection for viewers and themselves. They will create multiple studies and preparatory works, develop critical analysis and vocabulary to evaluate their own and others' works, study critical opinions of historical and contemporary art, write and debate the research on issues and personalities in art history and in living artists, and produce and present their own work in provocative and professional ways.

Admission/Remaining Standards:

Students must submit a portfolio of at least 15 drawings and paintings, or of three-dimensional work of satisfactory and appropriate quality to be accepted into the B.F.A. program. They must include a letter of recommendation from an art professional in a studio, illustration, gallery or museum context, or an art teacher. To remain in the program after their sophomore year, they must maintain a 2.5 GPA in all art and art history courses.

Major: Art: Drawing and Painting

Required Courses:

Course number	Course title	Credit hours
ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1200	Creative Ideation with Drawing & Design	4
ART 1310	3-D Foundations	2
ART 1502	Painting I: Representation and Color Theory	4
ART 2100	History of Women Artists	4
ART 2110	Drawing II (Intermediate)	4
ART 2202	Figure Drawing I: Gesture, Expression & Anatomy	4
ART 2302	Intermediate Illustration and Design Lab	4
ART 2502	Painting II: Methods and Materials	4

ART 2602	Graphic Design	4
ART 2610	Digital Photography	4
ART 2903	Global Traditional Arts	4
ART 2910	Art History I: Prehistoric to Medieval Art	4
ART 3202	Figure Drawing II	4
ART 3502	Painting III: Developing Style and Content	4
ART 3800	Internship	1
ART 3910	Art History II: Renaissance to Contemporary Art	4
ART 4205	Contemporary Practices	4
ART 4500	Special Topics in Art	4
ART 4502	Painting IV: Forging One's Vision & Marketing It	4
ART 4900	Capstone: Senior Show and Art Talk	1

Required Related Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
ECM 2170	Special Topics in Film	
ECM 2700	Media Production	
ECM 3620	Special Topics: Communication & Media Studies	
ECM 4700	Digital Videography	
Choose one of these courses:		3-4
THE 2240	Period Styles of Design	
THE 2340	Design/Tech II-Drafting & Color Media	

Total credit hours = 83 for B.F.A. degree

Major: Art: Sculpture

Required Courses:

Course number	Course title	Credit hours
ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1200	Creative Ideation with Drawing & Design	4
ART 1310	3-D Foundations	2
ART 1403	Ceramics I	4
ART 1502	Painting I: Representation and Color Theory	4
ART 2100	History of Women Artists	4
ART 2202	Figure Drawing I: Gesture, Expression & Anatomy	4
ART 2205	Foundations in Contemporary Practices	4
ART 2303	Sculpture I	4
ART 2503	Jewelry and Metalsmithing I	4

ART 2610	Digital Photography	4
ART 2903	Global Traditional Arts	4
ART 2910	Art History I: Prehistoric to Medieval Art	4
ART 3202	Figure Drawing II	4
ART 3603	Sculpture II: Metal Sculpture & New Approaches	4
ART 3800	Internship	1
ART 3910	Art History II: Renaissance to Contemporary Art	4
ART 4205	Contemporary Practices	4
ART 4500	Special Topics in Art	4
ART 4603	Sculpture III: Public Sculpture & Site Specificity	4
ART 4900	Capstone: Senior Show & Art Talk	1

Required Related Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
ECM 2170	Special Topics in Film	
ECM 2700	Media Production	
ECM 3620	Special Topics: Communication & Media Studies	
ECM 4700	Digital Videography	
Choose one of these courses:		3-4
THE 2240	Period Styles of Design	
THE 2340	Design/Tech II-Drafting & Color Media	

Total credit hours = 83 for B.F.A. degree

Major: Art with K-12 Teacher Licensure

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 educator preparation 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 Educator Preparation 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 credit hours.

NOTE: Most studio courses charge fees for art materials provided. Otherwise, students are expected to purchase their own materials.

Required Courses:

Course number	Course title	Credit hours
ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1200	Creative Ideation with Drawing & Design	4
ART 1403	Ceramics I	4
ART 1502	Painting I	4
ART 2910	Art History I: Prehistoric to Medieval Art	4
ART 3001*	Art Field Component	1
ART 3700*	Pedagogy of Art (K-12)	3
ART 3701*	Field Component for ART 3700	1
ART 3910	Art History II: Renaissance to Contemporary Art	4
ART 4900	Capstone: Senior Show & Art Talk	1
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3300*	Positive Behavior Support	3
EDU 3770*	Disciplinary Literacy	3
EDU 4000*	21st 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 SPE 2900	1

* Requires admission to the Educator Preparation Program

Required Related Courses:

Course number	Course title	Credit hours
Choose two of these courses:		8
ART 1100	Introduction to Visual Arts	
ART 2100	History of Women Artists	
ART 2202	Figure Drawing I: Gesture, Expression & Anatomy	
ART 2302	Intermediate Illustration & Design Lab	
ART 2403	Ceramics II	
ART 2502	Painting II: Methods & Materials	
ART 2602	Graphic Design	
ART 2802	Darkroom Photography	
ART 3202	Figure Drawing II	
ART 3403	Ceramics Studio (2 hours; must repeat to total 4 hours)	
ART 4500	Special Topics in Art	

Total credit hours = 74 for B.A. degree

Major: Studio Art

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 a minimum of 48 hours in studio and art history courses.

Within the studio art program, students may choose one or more of seven optional concentrations (listed below) 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.

To aid in a successful transition to graduate study, both concentrations and the general studio art major also have a strong 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, as examples. Otherwise, students are expected to purchase their own materials. This also applies to non-majors taking ART-prefix courses.

Required Courses:

Course number	Course title	Credit hours
ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1200	Creative Ideation with Drawing & Design	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 2303	Sculpture I	4
ART 2502	Painting II: Methods & Materials	4
ART 2602	Graphic Design	4
ART 2610	Digital Photography	4
ART 2910	Art History I: Prehistoric to Medieval Art	4
ART 3800	Internship	1
ART 3910	Art History II: Renaissance to Contemporary Art	4
ART 4205	Contemporary Practices	4
ART 4900	Capstone: Senior Show & Art Talk	1

Total credit hours = 48 for B.A. degree

Recommended Art Electives:

Course number	Course title	Credit hours
ART 1403	Ceramics I	4
ART 2100	History of Women Artists	4
ART 2110	Drawing II (Intermediate)	4
ART 2403	Ceramics II	4
ART 2903	Global Traditional Arts	4
ART 3202	Figure Drawing II	4

Recommended Related Courses:

Course number	Course title	Credit hours
ECM 4700	Digital Videography	4
HIS 1240	Contemporary America	4
HIS 2130	African American History	4
THE 3330	Design/Tech III - Computer Aided Design	3

Major: Studio Art with 2-D Concentration

Required Courses:

Course number	Course title	Credit hours
ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1200	Creative Ideation with Drawing & Design	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	Graphic Design	4
ART 2610	Digital Photography	4
ART 2802	Darkroom Photography	4
ART 2910	Art History I: Prehistoric to Medieval Art	4
ART 3800	Internship	1
ART 3910	Art History II: Renaissance to Contemporary Art	4
ART 4205	Contemporary Practices	4
ART 4900	Capstone: Senior Show & Art Talk	1

Required Related Courses:

Course number	Course title	Credit hours
Choose one of these courses:		3-4
ECM 2600	Media and Culture	
ECM 2700	Media Production	
ECM 2810	New Media Studies	
ECM 4700	Digital Videography	
THE 2120	Costume III: Design & Rendering	
THE 2240	Period Styles of Design	
THE 3330	Design/Tech III-Computer Aided Design	

Total credit hours = 51 for B.A. degree

Recommended Art Electives:

Course number	Course title	Credit hours
ART 2110	Drawing II (Intermediate)	4
ART 2903	Global Traditional Arts	4
ART 3202	Figure Drawing II	4

Recommended Related Courses:

Course number	Course title	Credit hours
ECM 2130	Other Worlds: Science Fiction & Fantasy	4
ECM 2140	Gods and Monsters: Mythology	4
ECM 3050	World Cinema	4
GER 3100	The Fairy Tale	4
MUS course	Elective	
PSY 3300	Sensation and Perception	4

Major: Studio Art with 3-D Concentration

Required Courses:

Course number	Course title	Credit hours
ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1200	Creative Ideation with Drawing & Design	4
ART 1310	3-D Foundations	2
ART 1403	Ceramics I	4
ART 2202	Figure Drawing I: Gesture, Expression & Anatomy	4
ART 2303	Sculpture I	4
ART 2403	Ceramics II	4
ART 2610	Digital Photography	4
ART 2910	Art History I: Prehistoric to Medieval Art	4
ART 3603	Sculpture II	4
ART 3800	Internship	1
ART 3910	Art History II: Renaissance to Contemporary Art	4
ART 4205	Contemporary Practices	4
ART 4900	Capstone: Senior Show & Art Talk	1

Total credit hours = 48 for B.A. degree

Recommended Art Electives:

Course number	Course title	Credit hours
ART 3202	Figure Drawing II	4
ART 3403	Ceramics Studio	2

Major: Studio Art with Concentration in Digital Art and Game Aesthetics

This concentration includes three required courses taught through Lower Cost Model of Independent Colleges Consortium (LCMC) utilizing Rize Education. These three required courses will be taught in an online format with optional online synchronous sessions.

Required Courses:

Course number	Course title	Credit hours
ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1200	Creative Ideation with Drawing & Design	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	Graphic Design	4
ART 2910	Art History I: Prehistoric to Medieval Art	4
ART 3210	Animation, Avatars & Environment	4
ART 3610	Game Aesthetics Seminar	2
ART 3620	Game Aesthetics Studio	2
ART 3800	Internship	1
ART 3910	Art History II: Renaissance to Contemporary Art	4
ART 4205	Contemporary Practices	4
ART 4900	Capstone: Senior Show & Art Talk	1

Required Related Courses (choose one of the options):

Option 1: Course options for students interested in Game Development

Course number	Course title	Credit hours
GAD 1010	Introduction to Games	3
GAD 2010	Content & Systems Design	3
GAD 3010	Unity I: Working with Unity	3

Total credit hours = 57 for B.A. degree

Option 2: Course options that do not include Game Development

Course number	Course title	Credit hours
Choose three of these courses:		9-12
ECM 4700	Digital Videography	
GAM 1400	Exploring Game Design	
GAM 2250	Game Storytelling & Narrative	
PSY 4150	Human Factors Psychology	
THE 2120	Costume III: Design & Rendering	
THE 2140	Lighting Design	
THE 3330	Design/Tech III – Computer Aided Design	

Total credit hours = 57 for B.A. degree

Recommended Related Electives (choose 2 courses for 6-8 credit hours):

Course number	Course title	Credit hours
ART 2802	Darkroom Photography	4
ECM 2810	New Media Studies	4
ECM 4700	Digital Videography	4
GAM 1400	Exploring Game Design	4
GAM 2220	Games & Society	4
GAM 2230	Controversies in Gaming	4
GAM 2250	Game Storytelling & Narrative	4

GAM 2270	Game Journalism	4
PSY 4150	Human Factors Psychology	4
THE 2120	Costume III: Design & Rendering	3
THE 2240	Period Styles of Design	4
THE 3330	Design/Tech III – Computer Aided Design	3

Major: Studio Art with Concentration in Graphic Design

Required Courses:

Course number	Course title	Credit hours
ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1200	Creative Ideation with Drawing & Design	4
ART 1502	Painting I: Representation & Color Theory	4
ART 2302	Intermediate Illustration & Design Lab	4
ART 2602	Graphic Design	4
ART 2610	Digital Photography	4
ART 2910	Art History I: Prehistoric to Medieval Art	4
ART 3602	Graphic Design II	4
ART 3800	Internship	1
ART 3910	Art History II: Renaissance to Contemporary Art	4
ART 4205	Contemporary Practices	4
ART 4900	Capstone: Senior Show & Art Talk	1

Required Related Courses:

Course number	Course title	Credit hours
Choose four of these courses:		10-12
ART 2802	Darkroom Photography	
ART 3210	Animation, Avatars & Environment	
BUS 2003	Marketing	
BUS 3320	Advertising & Promotion Management	
BUS 4303	Digital Marketing	
ECM 2360	Visual Communication	
ECM 2400	Media Writing & Ethics	
ECM 2410	Student Publications Practicum (1-2 hours; may repeat to total 3-4 hours)	
ECM 2600	Media & Culture	
ECM 2700	Media Production	
ECM 2740	Communication Practicum (1-2 hours; may repeat to total 3-4 hours)	
ECM 2810	New Media Studies	
ECM 2820	Web Authoring & Usability	
ECM 2830	Social Media & Reputation Management	
ECM 4700	Digital Videography	
PSY 4150	Human Factors Psychology	

Total credit hours = 52 for B.A. degree

Major: Studio Art with Concentration in Jewelry Design and Metalsmithing

Required Courses:

Course number	Course title	Credit hours
ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1310	3-D Foundations	2
ART 2202	Figure Drawing I: Gesture, Expression & Anatomy	4
ART 2303	Sculpture I	4
ART 2503	Jewelry & Metalsmithing I	4
ART 2610	Digital Photography	4
ART 2910	Art History I: Prehistoric to Medieval Art	4
ART 3503	Jewelry & Metalsmithing II	4
ART 3510	Jewelry Design I	4
ART 3800	Internship	1
ART 3910	Art History II: Renaissance to Contemporary Art	4
ART 4205	Contemporary Practices	4
ART 4510	Jewelry Design II	4
ART 4900	Capstone: Senior Show & Art Talk	1

Total credit hours = 48 for B.A. degree

Major: Studio Art with Concentration in Pre-Art Therapy

Required Courses:

Course number	Course title	Credit hours
ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 1200	Creative Ideation with Drawing & Design	4
ART 1310	3-D Foundations	2
ART 1403	Ceramics I	4
ART 1502	Painting I: Representation & Color Theory	4
ART 2202	Figure Drawing I: Gesture, Expression & Anatomy	4
ART 2910	Art History I: Prehistoric to Medieval Art	4
ART 3800	Internship	1
ART 3910	Art History II: Renaissance to Contemporary Art	4
ART 4205	Contemporary Practices	4
ART 4900	Capstone: Senior Show & Art Talk	1
PSY 1100	General Psychology	4
PSY 2100	Developmental Psychology	4
Choose one of these courses:		4
PSY 3260 PSY 4200	Counseling Theories Personality Theory	4
PSY 3700	Abnormal Psychology	4

Total credit hours = 52 for B.A. degree

Minor: Studio Art

Required Courses:

Course number	Course title	Credit hours
ART courses	Electives (Note: One course must be a theoretical-lecture course)	24

Total credit hours = 24

Biology

Department of Natural Sciences; School of Sciences and Mathematics

Degree: Bachelor of Science (B.S.)

Majors:

- Biology
- Biology with Concentration in Biomedical Sciences
- Biology with Concentration in Wildlife and Conservation
- Biology / Allied Health, Combined Degree Program in Radiologic Technology

Minor: Biology

Biology majors must complete all courses in one of the concentrations offered and listed in this section.

Greensboro College has a chapter of Beta Beta Beta, the national biological honorary society dedicated to the advancement of the biological sciences.

Major: Biology

Required Courses:

Course number	Course title	Credit hours
BIO 1100	General Biology I and Laboratory	4
BIO 1110	General Biology II and Laboratory	4
Choose four of these courses (at least one course from each group):		16
Group A BIO 2240 BIO 2300 BIO 2400 BIO 3300	 Invertebrate Zoology & Laboratory Human Anatomy & Physiology I & Laboratory Human Anatomy & Physiology II & Laboratory Comparative Vertebrate Morphology & Laboratory	
Group B BIO 3200 BIO 3400 BIO 3450 BIO 3480 BIO 3490	 Evolution Ecology & Laboratory Environmental Science & Laboratory Conservation Biology Aquatic Ecology & Laboratory	
Choose three of these courses:		12
BIO 3350 BIO 3600 BIO 3650 BIO 3670 BIO 3690	Infectious Diseases & Laboratory Developmental Biology Cell Biology & Laboratory Genetics & Laboratory Microbiology & Laboratory	
Choose one of these courses:		2
BIO 3800 BIO 4850	Internship Research	
BIO 4900	Seminar	4

Required Related Courses:

Course number	Course title	Credit hours
CHM 1100	General Chemistry I & Laboratory	4
CHM 1200	General Chemistry II & Laboratory	4
CHM 3100	Organic Chemistry I & Laboratory	4
CHM 3200	Organic Chemistry II & Laboratory	4
Choose one of these courses:		4
MAT 2060 MAT 2360	Calculus I Statistics	
PHY 1100	General Physics I & Laboratory	4
PHY 1200	General Physics II & Laboratory	4

Total credit hours = 70 for B.S. degree

Major: Biology with Concentration in Biomedical Sciences

The Biomedical Sciences Concentration is designed for students interested in Pre-Medicine, Pre-Dental, Pre-Veterinary Medicine, Pre-Physician Assistant/Associate, and medical research. Pre-Medical, Pre-Dental and Pre-Veterinary Medicine 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 another institution or within the Greater Greensboro Consortium.

Required Courses:

Course number	Course title	Credit hours
BIO 1100	General Biology I & Laboratory	4
BIO 1110	General Biology II & Laboratory	4
Choose two of these courses:		8
BIO 2240 BIO 3200 BIO 3300 BIO 3350 BIO 3600	Invertebrate Zoology & Laboratory Evolution Comparative Vertebrate Morphology & Laboratory Infectious Diseases & Laboratory Developmental Biology	8
BIO 2300	Human Anatomy & Physiology I & Laboratory	4
BIO 2400	Human Anatomy & Physiology II & Laboratory	4
Choose two of these courses:		8

BIO 3650 BIO 3670 BIO 3690	Cell Biology & Laboratory Genetics & Laboratory Microbiology & Laboratory	
Choose one of these courses:		2
BIO 3800 BIO 4850	Internship Research	
BIO 4900	Seminar	4
CHM 3210	Biochemistry	4

Required Related Courses:

Course number	Course title	Credit hours
CHM 1100	General Chemistry I & Laboratory	4
CHM 1200	General Chemistry II & Laboratory	4
CHM 3100	Organic Chemistry I & Laboratory	4
CHM 3200	Organic Chemistry II & Laboratory	4
MAT 2360	Statistics	4
PHY 1100	General Physics I & Laboratory	4
PHY 1200	General Physics II & Laboratory	4
PSY 1100	General Psychology	4

Total credit hours = 74 for B.S. degree

Note: Students who complete a biology major with a concentration in biomedical sciences will earn a minor in chemistry.

Pre-veterinary students will need to take an Animal Nutrition course offered by other institutions in the Greater Greensboro Consortium. HLT 2100 – Medical Terminology is also strongly recommended.

Major: Biology with Concentration in Wildlife and Conservation

The Wildlife and Conservation Concentration is designed for students interested in careers that involve biological field work such as wildlife biology, environmental biology, and conservation science.

Required Courses:

Course number	Course title	Credit hours
BIO 1100	General Biology I & Laboratory	4
BIO 1110	General Biology II & Laboratory	4
Choose two of these courses:		8

BIO 2240 BIO 2300 BIO 2400 BIO 3300 BIO 3350 BIO 3600 BIO 3690	Invertebrate Zoology & Laboratory Human Anatomy & Physiology I & Laboratory Human Anatomy & Physiology II & Laboratory Comparative Vertebrate Morphology & Laboratory Infectious Diseases & Laboratory Developmental Biology Microbiology & Laboratory	
BIO 3200	Evolution	4
Choose two of these courses:		8
BIO 3400 BIO 3450 BIO 3490	Ecology & Laboratory Environmental Science & Laboratory Aquatic Ecology & Laboratory	
BIO 3480	Conservation Biology	4
Choose one of these courses:		4
BIO 3650 BIO 3670	Cell Biology & Laboratory Genetics & Laboratory	
Choose one of these courses:		2
BIO 3800 BIO 4850	Internship Research	
BIO 4900	Seminar	4

Required Related Courses:

Course number	Course title	Credit hours
CHM 1100	General Chemistry I & Laboratory	4
CHM 1200	General Chemistry II & Laboratory	4
CHM 3100	Organic Chemistry I & Laboratory	4
CHM 3200	Organic Chemistry II & Laboratory	4
MAT 2360	Statistics	4
PHY 1100	General Physics I & Laboratory	4

Total credit hours = 66 for B.S. degree

Major: Biology / Allied Health

The Combined Degree program in Radiologic Technology awards the BS degree in Biology/Allied Health to students who completed the required course work at a two-year clinical program in radiologic technology (aka radiography) and certification, and the required coursework at Greensboro College (requires two to four years).

The student must complete the clinical training and certification before applying to Greensboro College.

Required Courses:

Course number	Course title	Credit hours
BIO 1100	General Biology I & Laboratory	4
BIO 1110	General Biology II & Laboratory	4
BIO 2300	Human Anatomy & Physiology I & Laboratory	4
BIO 2400	Human Anatomy & Physiology II & Laboratory	4
Choose one of these courses:		4
BIO 3600 BIO 3650 BIO 3670 BIO 3690	Developmental Biology Cell Biology & Laboratory Genetics & Laboratory Microbiology & Laboratory	
CHM 1100	General Chemistry I & Laboratory	4
CHM 1200	General Chemistry II & Laboratory	4
PHY 1100	General Physics I & Laboratory	4
MAT 2000+ course	Elective	4

Total credit hours = 36 for B.S. degree + Radiologic Technology transfer hours

Minor: Biology

Required Courses:

Course number	Course title	Credit hours
BIO 1100	General Biology I & Laboratory	4
BIO 1110	General Biology II & Laboratory	4
BIO 2000+ courses	Electives	12

Total credit hours = 20

Birth through Kindergarten Education

Department of Education; School of Social Sciences and Education

Degree: Bachelor of Arts (B.A.)

Major: Birth through Kindergarten Education

Students pursuing a degree in Birth through Kindergarten Education are required to complete a minor in a discipline of their choice.

See section entitled Education for requirements of all students seeking teacher

licensure in any academic area.

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 educator preparation 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 Educator Preparation 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 credit hours.

Major: Birth through Kindergarten Education

Required Courses:

Course number	Course title	Credit hours
BKE 3100	Professional Partnering with Diverse Families	4
BKE 3710	Behavior Guidance in Early Childhood Settings	4
Choose one of these courses:		3-4
BKE 3720* EDU 2770	Emerging Literacy Development Literacy Foundations	
BKE 3730	Supporting Early Human Development	3
BKE 3731	Field Component for BKE 3730	1
BKE 3735*	Health, Nutrition & Safe Learning Environments for Young Children	2
BKE 3740*	Curriculum & Methods for Preschool & Kindergarten	3
BKE 3741*	Field Component for BKE 3740	1
BKE 3745*	Creative Arts & Movement Experiences for Young Children	2
BKE 3755*	Math, Science, & Social Studies for Young Children	2
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning & Assessment	4
EDU 3355*	Educational Assessment	4
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2

EDU 4940*	Student Teaching	10
PSY 2100	Developmental Psychology	4
SOC 3309	Families in Society	4
SPE 2900	Diverse Populations	3
SPE 2901	Fieldwork Component for Diverse Populations	1

* Requires admission to the Educator Preparation Program

Required Related Courses:

Course number	Course title	Credit hours
ART, ECM, DAN, GER, GRK, HEB, HIS, MUS, SPA, or THE 2000+ courses	Requirements for B.A. degree	8

Total credit hours = 71 for B.A. + hours to complete minor requirements

Business Administration and Economics

Department of Business Administration; School of Business

Degrees: Bachelor of Business Administration (B.B.A.), Bachelor of Science (B.S.)

Majors:

- Business Administration and Economics (B.S.)
- Business Administration and Economics with Concentration in Human Resources Management (B.S.)
- Business Administration and Economics with Concentration in Management (B.S.)
- Business Administration and Economics with Concentration in Marketing (B.S.)
- Business Administration and Economics with Concentration in Supply Chain Management (B.S.)
- Organizational Leadership (B.B.A.)
- Supply Chain Management (B.S.)

Minors:

- Business Administration and Economics
- Business Analytics
- Supply Chain Management

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. The business administration

and economics major is intended to provide 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. Students majoring in business administration and economics may choose to pursue one or more of the concentrations below.

Enrollment in business and economics courses at the 3000 level or above is limited to students who have completed at least 60 credit 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.

The major 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.

Major: Business Administration and Economics

Required Courses:

Course number	Course title	Credit hours
BUS 2002	Organizational Behavior & Management	4
BUS 2003	Marketing	4
BUS 2401	Advancing with Excel	4
BUS 2720	Descriptive Business Analytics	4
BUS 3400	Financial Management	4
BUS 3600	The Legal Environment of Business	4
BUS 3800	Internship	4
BUS 3910	Careers in Business I	1
BUS 3920	Careers in Business II	1
Choose one of these courses:		4
BUS 4210	International Business	
BUS 4310	International Marketing	
BUS 4420	International Finance	
ECO 3400	International Trade & Commercial Policy	
BUS 4900	Business Policy & Strategy	4
BUS 4910	Careers in Business III	1
BUS 4920	Careers in Business IV	1
ECO 2200	Principles of Microeconomics	4
ECO 2300	Principles of Macroeconomics	4
BUS or ECO course	Elective	4
BUS or ECO 3000+ course	Elective	4

Required Related Courses:

Course number	Course title	Credit hours
ACC 1102	Financial Accounting	4
ACC 1104	Managerial Accounting	4
ECM 2440	Successful Communication at Work	4
Choose one of these courses:		4
MAT 2020	Operations Research	
MAT 2060	Calculus I	

Total credit hours = 72 for B.S. degree

Major: Business Administration and Economics with Concentration in Human Resources Management

Required Courses:

Course number	Course title	Credit hours
BUS 2002	Organizational Behavior & Management	4
BUS 2003	Marketing	4
BUS 2401	Advancing with Excel	4
BUS 2720	Descriptive Business Analytics	4
BUS 3210	Human Resources Management	4
BUS 3400	Financial Management	4
BUS 3600	The Legal Environment of Business	4
BUS 3800	Internship	4
BUS 3910	Careers in Business I	1
BUS 3920	Careers in Business II	1
BUS 4210	International Business	4
BUS 4230	Human & Organizational Development	4
BUS 4900	Business Policy and Strategy	4
BUS 4910	Careers in Business III	1
BUS 4920	Careers in Business IV	1
ECO 2200	Principles of Microeconomics	4
ECO 2300	Principles of Macroeconomics	4

Required Related Courses:

Course number	Course title	Credit hours
ACC 1102	Financial Accounting	4
ACC 1104	Managerial Accounting	4
ECM 2440	Successful Communication at Work	4
Choose one of these courses:		4
MAT 2020 MAT 2060	Operations Research Calculus I	

Total credit hours = 72 for B.S. degree

Major: Business Administration and Economics with Concentration in Management

Required Courses:

Course number	Course title	Credit hours
BUS 2002	Organizational Behavior & Management	4
BUS 2003	Marketing	4
BUS 2401	Advancing with Excel	4
BUS 2720	Descriptive Business Analytics	4
BUS 3220	Operations Management	4
Choose one of these courses:		4
BUS 3230 BUS 4000	Leadership Entrepreneurship	
BUS 3400	Financial Management	4
BUS 3600	The Legal Environment of Business	4
BUS 3800	Internship	4
BUS 3910	Careers in Business I	1
BUS 3920	Careers in Business II	1
BUS 4210	International Business	4
BUS 4900	Business Policy & Strategy	4
BUS 4910	Careers in Business III	1
BUS 4920	Careers in Business IV	1
ECO 2200	Principles of Microeconomics	4
ECO 2300	Principles of Macroeconomics	4

Required Related Courses:

Course number	Course title	Credit hours
ACC 1102	Financial Accounting	4

ACC 1104	Managerial Accounting	4
ECM 2440	Successful Communication at Work	4
Choose one of these courses:		4
MAT 2020 MAT 2060	Operations Research Calculus I	

Total credit hours = 72 for B.S. degree

Major: Business Administration and Economics with Concentration in Marketing

Required Courses:

Course number	Course title	Credit hours
BUS 2002	Organizational Behavior & Management	4
BUS 2003	Marketing	4
BUS 2401	Advancing with Excel	4
BUS 2720	Descriptive Business Analytics	4
Choose one of these courses:		4
BUS 3320 BUS 4303	Advertising & Promotion Management Digital Marketing	
Choose one of these courses:		4
BUS 3350 BUS 3360	Personal Selling Marketing Research	
BUS 3400	Financial Management	4
BUS 3600	The Legal Environment of Business	4
BUS 3800	Internship	4
BUS 3910	Careers in Business I	1
BUS 3920	Careers in Business II	1
BUS 4210	International Business	4
BUS 4900	Business Policy & Strategy	4
BUS 4910	Careers in Business III	1
BUS 4920	Careers in Business IV	1
ECO 2200	Principles of Microeconomics	4
ECO 2300	Principles of Macroeconomics	4

Required Related Courses:

Course number	Course title	Credit hours
ACC 1102	Financial Accounting	4
ACC 1104	Managerial Accounting	4
ECM 2440	Successful Communication at Work	4
Choose one of these courses:		4

MAT 2020 MAT 2060	Operations Research Calculus I	

Total credit hours = 72 for B.S. degree

Major: Business Administration and Economics with Concentration in Supply Chain Management

Students majoring in business administration and economics have the option of earning a concentration in supply chain management. This concentration includes three required courses taught through Lower Cost Model of Independent Colleges Consortium (LCMC) utilizing Rize Education. These three required courses will be taught in an online format with optional online synchronous sessions.

Required Courses:

Course number	Course title	Credit hours
BUS 2002	Organizational Behavior & Management	4
BUS 2003	Marketing	4
BUS 2401	Advancing with Excel	4
BUS 2600	Forecasting & Logistics	3
BUS 2720	Descriptive Business Analytics	4
BUS 3220	Operations Management	4
BUS 3400	Financial Management	4
BUS 3600	The Legal Environment of Business	4
BUS 3650	Sourcing & Operations	3
BUS 3800	Internship	4
BUS 3910	Careers in Business I	1
BUS 3920	Careers in Business II	1
BUS 4210	International Business	4
BUS 4600	Supply Chain Management Capstone	3
BUS 4900	Business Policy & Strategy	4
BUS 4910	Careers in Business III	1
BUS 4920	Careers in Business IV	1
ECO 2200	Principles of Microeconomics	4
ECO 2300	Principles of Macroeconomics	4

Required Related Courses:

Course number	Course title	Credit hours
ACC 1102	Financial Accounting	4
ACC 1104	Managerial Accounting	4
ECM 2440	Successful Communication at Work	4

Choose one of these courses:		4
MAT 2020 MAT 2060	Operations Research Calculus I	

Total credit hours = 77 for B.S. degree

Major: Organizational Leadership

The Bachelor of Business Administration in Organizational Leadership program is designed for adult students. The program prepares students for the always in-demand field of business through a curriculum that emphasizes leadership, communication, and analytic skills. Classes with the OBA prefix will have a Monday-night synchronous/ virtual meeting component.

Required Courses:

Course number	Course title	Credit hours
BUS 2401	Advancing with Excel	4
BUS 3401	Keep Advancing with Excel	4
OBA 1100	Business Administration Introduction	4
OBA 1102	Financial Accounting	4
OBA 1104	Managerial Accounting	4
OBA 1110	Human Capital Science	4
OBA 1635	Ethics & Work	4
OBA 2002	Foundations of Management	4
OBA 2003	Principles of Strategic Marketing	4
OBA 2200	Principles of Microeconomics	4
OBA 2300	Principles of Macroeconomics	4
OBA 2440	Professional Communication	4
OBA 2720	Statistics for Management Analysis	4
OBA 3210	Human Capital Development	4
OBA 3220	Operations & Technology Management	4
OBA 3230	Dynamics of Leading Organizations	4
OBA 3400	Financial Management	4
OBA 3530	Fine Arts-Music: Traditional & Contemporary Perspectives	4
OBA 3535	Fine Arts-Theatre: Traditional & Contemporary Perspectives	4
OBA 3600	Legal Environment of Business	4
OBA 4210	Emerging Markets in the Global Economy	4
OBA 4900	Strategic Decisions & Market Outcomes	4

Total credit hours = 88 for B.B.A. degree

Major: Supply Chain Management
Greensboro College offers a major in supply chain management. Please see the section of this *Catalog* entitled Supply Chain Management for those major requirements.

Minor: Business Administration and Economics

Required Courses:

Course number	Course title	Credit hours
ACC 1102	Financial Accounting	4
BUS 2002	Organizational Behavior & Management	4
BUS 2003	Marketing	4
BUS 3400	Financial Management	4
ECO 2200	Principles of Microeconomics	4

Total credit hours = 20

Minor: Business Analytics

The purpose of the minor in business analytics is to provide students from any major the training to enter the job market with up-to-date knowledge of analytics used in businesses and to provide them with relevant experience in addressing, analyzing, and providing clear recommendations for data-informed decision making.

Required Courses:

Course number	Course title	Credit hours
BUS 2401	Advancing with Excel	4
BUS 2720	Descriptive Business Analytics	4
BUS 3720	Predictive Business Analytics	4
BUS 4110	Case Studies in Business Analytics	4
BUS 4120	Application of Business Analytics	4
BUS 4303	Digital Marketing	4

Total credit hours = 24

Minor: Supply Chain Management
Greensboro College offers a minor in supply chain management. Please see the section of this *Catalog* entitled Supply Chain Management for those minor requirements.

Chemistry
Department of Natural Sciences; School of Sciences and Mathematics

Degree: Bachelor of Science (B.S.)

Major: Chemistry

Minor: Chemistry

Major: Chemistry

The chemistry major is designed to give the student basic knowledge in the various fields of chemistry. Many of the courses in the major are mathematical in nature; therefore, good quantitative skills are a definite asset. If a student is interested in pre-med, pre-dental, etc., realize that there will be numerous biology courses which must be worked into the student's schedule.

Required Courses:

Course number	Course title	Credit hours
CHM 1100	General Chemistry I & Laboratory	4
CHM 1200	General Chemistry II & Laboratory	4
CHM 3100	Organic Chemistry I & Laboratory	4
CHM 3200	Organic Chemistry II & Laboratory	4
CHM 3210	Biochemistry	4
CHM 3300	Experimental Analytical Chemistry & Laboratory	4
CHM 3400	Design/Methods of Scientific Research	2
CHM 4500	Research	2
CHM courses	Electives (Notes: Must be approved within the Greater Greensboro Consortium. One course must be in Physical Chemistry.)	12

Required Related Courses:

Course number	Course title	Credit hours
MAT 2060	Calculus I	4
MAT 2070	Calculus II	4
PHY 1100	General Physics I & Laboratory	4
PHY 1200	General Physics II & Laboratory	4

Total credit hours = 56 for B.S. degree

Minor: Chemistry

Required Courses:

Course number	Course title	Credit hours
CHM 1100	General Chemistry I & Laboratory	4
CHM 1200	General Chemistry II & Laboratory	4
CHM 3100	Organic Chemistry I & Laboratory	4
CHM 3200	Organic Chemistry II & Laboratory	4
Choose one of these courses:		4
CHM 3210	Biochemistry	
CHM 3300	Experimental Analytical Chemistry & Laboratory	

Total credit hours = 20

Child and Family Studies

Interdisciplinary; School of Social Sciences and Education

Minor: 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: Child and Family Studies

Required Courses:

Course number	Course title	Credit hours
BKE 3100	Professional Partnering with Diverse Families	4
Choose two of these courses:		8
BKE 3710	Behavior Guidance in Early Childhood Settings	
CFS 3800	Internship in Child & Family Studies	
KIN 2300	Motor Behavior	
LGA 3250	Family Law	
PSY 2609	Human Sexuality	
SOC 1050	Social Problems of the 21st Century	
SOC 3359	Family Violence	
SOC 3360	Juvenile Delinquency	
SOC 4500	Topical Seminar	
SPE 2900 & SPE 2901	Diverse Populations & Field Component	
PSY 2100	Developmental Psychology	4
SOC 3309	Families in Society	4

Total credit hours = 20

Coaching

Department of Kinesiology; School of Sciences and Mathematics

Minor: Coaching

Minor: Coaching

The minor in coaching is a course of study designed to give students an understanding of the social and behavioral approaches to coaching. The minor will prepare students to have further knowledge that will aid them in their preparation for a coaching profession.

Required Courses:

Course number	Course title	Credit hours
ESS 3360	So You Want to Be a Coach: Coaching & Officiating Theories & Organization	4
ESS 4400	Strength Training Programming, Techniques, & Administration	4
HLT 3250	Human Nutrition	4
KIN 2300	Motor Behavior	4
Choose one of these courses:		4
KIN 3330	Psychological Aspects of Exercise & Sport	
KIN 3340	Socio-cultural Foundation in Exercise & Sport	

Total credit hours = 20

Criminal Justice

Department of Sociology and Criminal Justice; School of Social Sciences and Education

Degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.)

Majors:
Criminal Justice (B.A. or B.S.)
Criminal Justice with Concentration in Crime Scene Analysis (B.S.)

Minor: Criminal Justice

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. General education courses are offered as part of the online programs as well so that a student may complete 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.

Major: Criminal Justice

Required Courses:

Course number	Course title	Credit hours
Choose two of these courses:		8
BUS 3230	Leadership	
CRI 3100	Deviance	
CRI 3200	Criminology	
CRI 3300	Forensics	
CRI 3400	Corrections	
CRI 3500	Murder in America	
CRI 3800	Internship	
CRI 4200	Understanding Terrorism	
CRI 4500	Special Topics	
CRI 4810	Directed Study	
DAN 2310	Movement - Alexander Technique	
LGA 2100	Legal Research	
LGA/POL 2210	Judicial Process	
LGA 3220	Criminal Law	
LGA 3240	Evidence	
LGA 3250	Family Law	
POL 3250	Public and Non-profit Administration	
PSY 3450	Drugs and Behavior	
SOC 3359	Family Violence	
SOC 3360	Juvenile Delinquency	
CRI/SOC 2260	Criminal Justice	4
CRI 3800	Internship	2
CRI 4910	Senior Seminar	4
LGA 3230	Ethics and Professional Legal Responsibilities	4
POL 4200	Constitutional Law	4
PSY 3700	Abnormal Psychology	4

SOC 3509	Race, Class, and Gender	4
SSC 3600	Research Methods in the Social Sciences	4

Required Related Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
LGA/POL 2210	Judicial Process	
POL 1100	Introduction to American Government	
PSY 1100	General Psychology	4
SOC 1010	The Sociological Imagination	4
THE 2010	Public Speaking	4
ART, ECM, GER, HEB, HIS, SPA, or THE 2000+ courses	Requirements for B.A. degree only	4
BIO, CHM, or MAT 2000+ courses	Requirements for B.S. degree only	8

Total credit hours = 58 for B.A. degree; 62 for B.S. degree

Major: Criminal Justice with Concentration in Crime Scene Analysis

Required Courses:

Course number	Course title	Credit hours
ART 2610	Digital Photography	4
CRI/SOC 2260	Criminal Justice	4
CRI 3300	Forensics	4
CRI 3800	Internship	2
CRI 4910	Senior Seminar	4
LGA 3230	Ethics & Professional Legal Responsibilities	4
POL 4200	Constitutional Law	4
PSY 3700	Abnormal Psychology	4
SOC 3509	Race, Class, & Gender	4
SSC 3600	Research Methods in the Social Sciences	4

Required Related Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
BIO 2300 BIO 2400 BIO 3650 BIO 3670	Human Anatomy & Physiology I & Laboratory Human Anatomy & Physiology II & Laboratory Cell Biology & Laboratory Genetics & Laboratory	
Choose one of these courses:		4
LGA/POL 2210 POL 1100	Judicial Process Introduction to American Government	
PSY 1100	General Psychology	4
SOC 1010	The Sociological Imagination	4
THE 2010	Public Speaking	4
BIO, CHM, or MAT 2000+ courses	Requirements for B.S. degree	4

Total credit hours = 62 for B.S. degree

Minor: Criminal Justice

Required Courses:

Course number	Course title	Credit hours
Choose three of these courses:		12
BUS 3230 CRI 3100 CRI 3200 CRI 3300 CRI 3400 CRI 3500 CRI 3800 CRI 4200 CRI 4500 CRI 4810 CRI 4910 DAN 2310 LGA 2100 LGA/POL 2210 LGA 3220 LGA 3230 LGA 3240 LGA 3250 POL 3250 POL 4200 PSY 3450 PSY 3700 SOC 3359 SOC 3360 SOC 3509 SSC 3600	Leadership Deviance Criminology Forensics Corrections Murder in America Internship Understanding Terrorism Special Topics Directed Study Senior Seminar Movement - Alexander Technique Legal Research Judicial Process Criminal Law Ethics & Professional Legal Responsibilities Evidence Family Law Public & Non-profit Administration Constitutional Law Drugs & Behavior Abnormal Psychology Family Violence Juvenile Delinquency Race, Class, & Gender Research Methods in the Social Sciences	12
CRI/SOC 2260	Criminal Justice	4
CRI 3800	Internship	4

Total credit hours = 20

Dance

Department of Theatre; School of the Arts

Minor: Dance

Minor: Dance

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. A total of 20 hours are required. Dance minors 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.

Required Courses:

Course number	Course title	Credit hours
DAN 1010	Ballet I	2
DAN 1110	Tap I	2
DAN 1210	Jazz I	2
Choose at least three of these courses:		10
DAN 1510	Ballroom Dance	
DAN 2310	Movement – Alexander Technique	
DAN 3030	Musical Theatre Performance III	
DAN 3610	Choreography	
DAN 4500	Special Topics in Dance	
Choose two of these courses:		4
DAN 2010	Ballet II	
DAN 2110	Tap II	
DAN 2210	Jazz II	

Total credit hours = 20

Data Science

Department of Mathematics; School of Sciences and Mathematics

Degree: Bachelor of Science (B.S.)

Major: Data Science

Minor: Data Science

Major: Data Science

A major in data science provides students with opportunities to enhance their quantitative abilities and technical skills that will prepare them to process, analyze and present data from different domains and sources, as well as give them broader skills immediately applicable to the workplace. The major includes three required courses taught through Lower Cost Model of Independent Colleges Consortium (LCMC) utilizing Rize Education. These three required courses will be taught in an online format with optional online synchronous sessions.

Required Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
CSC 2300	Data Structures & Algorithm Analysis	
MAT 2140	Mathematical Logic, Structures, & Proofs	
CSC 3300	Database Management	4
DAT 1100	Introduction to Data Science	1
DAT 1200	Data Wrangling	4
DAT 2200	Data Analytics & Visualization	4
DAT 3000	Fundamentals of Information Security	1
DAT 3160	Principles & Techniques of Data Analytics I	3
DAT 3260	Principles & Techniques of Data Analytics II	3
DAT 3370	Seminar I	4
DAT 3380	Seminar II	4
DAT 4900	Data Analytics Practicum	3
MAT 2060	Calculus I	4
MAT 2160	Linear Algebra	4
MAT 2360	Statistics	4
MAT 3360	Advanced Statistics	4

Total credit hours = 51 for B.S. degree

Minor: Data Science

A minor in data science provides students an introduction to the field by developing their quantitative abilities and technical skills that will prepare them to process, analyze and present data from different domains and sources, as well as give them broader skills immediately applicable to the workplace.

Required Courses:

Course number	Course title	Credit hours
DAT 1100	Introduction to Data Science	1
DAT 1200	Data Wrangling	4
DAT 2200	Data Analytics & Visualization	4
DAT 3000	Fundamentals of Information Security	1
DAT 3370	Seminar I	4
DAT 3380	Seminar II	4
MAT 2360	Statistics	4
MAT 3360	Advanced Statistics	4

Total credit hours = 26

Education

Department of Education; School of Social Sciences and Education

Minor: Education

Post Baccalaureate Programs:
Piedmont Alternative Licensure Program (PAL)
Teacher Licensure-Only Program

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 Educator Preparation 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 Educator Preparation 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, English as a Second Language (see details in the *Greensboro College Graduate Academic Catalog*), 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 Educator Preparation Program is a prerequisite for enrollment in most upper level (3000 or above) professional and/or specialty studies courses. Professional courses include:

Course number	Course title	Credit hours
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Planning, Instruction & Educational Technology	4
EDU 3300	Positive Support Behavior	3
EDU 3770	Disciplinary Literacy	3
EDU 4000	21st 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 SPE 2900	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 Educator Preparation 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 Educator Preparation Program 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 educator preparation, 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 Educator Preparation Program

Traditional degree-seeking students should apply for formal admission into the Educator Preparation 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, clinical resident, and provisional licensure students, should seek admission prior to entry into most 3000 level professional courses. It is recommended that students complete EDU 2100 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 Educator Preparation 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 Educator Preparation 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. 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 the Educator Preparation Program and the accompanying Legal Status and Policy Statements: Code of Professional Responsibility and Conduct Agreement and Educator Preparation and Program Policy Statement.
6. membership in an approved professional organization such as SNCAE or SCEC. Consult your licensure area or the Director of the Educator Preparation Program 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 Educator Preparation Program submitted to the Educator Preparation Committee. This Committee, in the exercise of its professional judgment, determines admission to the program.

Student Teaching/Clinical Practicum Program

The Educator Preparation 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 Director of the Educator Preparation Program during the first month of the semester before student teaching. Precise deadlines for student teaching materials will be posted each semester. Basic requirements and materials include:

1. Completed Student Teaching/Clinical Practicum Application, including signatures of recommendation from the Director of the Educator Preparation Program and major advisor.
2. Completion of all required courses and field experiences with a minimum grade of C.
3. A graduation audit completed by the Registrar.

Student teaching/clinical practicum application materials are due to the Director of the Educator Preparation Program 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 Educator Preparation Program. 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 Educator Preparation 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 artifact requirements.

4. obtain minimum or higher scores on the specialty area exams and edTPA required by NCDPI. These requirements must be fulfilled during student teaching or practicum in order to receive a grade of C or better.

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 candidates in most licensure areas. However, Elementary Education candidates are required to take Pearson: Reading Foundations and either Pearson Mathematics subtest or EST Content Knowledge for Teaching Mathematics. Candidates in the Special Education General program are required to take Pearson: Reading Foundations and either Pearson Mathematics subtest or EST Content Knowledge for Teaching Mathematics and Praxis II. Candidates in all licensure areas are required to obtain passing scores on the edTPA in order to be eligible for licensure.

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 Educator Preparation 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 Educator Preparation 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: Education

Required Courses:

Course number	Course title	Credit hours
Choose at least two of these courses:		8
BKE 3100	Professional Partnering with Diverse Families	
BKE 3710	Behavior Guidance in Early Childhood Settings	
BKE 3730 & BKE 3731	Supporting Human Development & Field Component	
EDU 3100	Introduction to Technology, Planning, & Assessment	
EDU 3300	Positive Support Behavior	
EDU 4500	Special Topics in Education	
ELE 3710	Pedagogy of Science	
ELE 3755	Arts and Literature for Children	
ELE 3760	Pedagogy of Social Studies (K-6)	
SPE 3750	Planning for Transition Through Collaboration	
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 4000	21st Century Schools II	3
Choose one of these courses:		4
PSY 2100	Developmental Psychology	
PSY 3200	Educational Psychology	
PSY 3500	Special Topics	
PSY 4100	Learning, Memory & Cognition	
SOC 3309	Families in Society	
SOC 3359	Family Violence	
SOC 3360	Juvenile Delinquency	
SOC 3509	Race, Class & Gender	
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for SPE 2900	1

Total credit hours = 22

Piedmont Alternative Licensure Program (PAL)

Greensboro College offers the Piedmont Alternative Licensure Program (PAL) for post baccalaureate students who would like to pursue teacher licensure. This program provides the professional education sequence necessary for teacher licensure for clinical resident candidates. 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. Refer to the sections below for course requirements.

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).

Please see the section of this *Catalog* titled Post Baccalaureate Programs for Teacher Licensure for program details.

Art (K-12)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	ART 1110 (4) or ART 2302 (4)	ART 3001 (1)
PAL 4100 (3)	ART 1310 (3) or ART 1403 (4) or ART 2403 (2) or ART 2303 (4)	EDU 2101 (1)
PAL 4200 (3)	ART 1502 (4) or ART 2502 (4)	EDU 3100 (4)
PAL 4300 (3)	ART 2110 (2) or ART 2202 (4) or ART 3202 (4)	EDU 4930 (2)
PAL 4400 (3)	ART 2602 (4) or ART 2610 (4) or ART 2802 (4)	EDU 4970 (4)
PAL 4935 (2)	ART 2910 (4) or ART 3910 (4)	PAL 4440 (1)
PAL 4980 (2)	ART 3700 (3)	
	ART 3701 (1)	
	EDU 2100 (2)	
	EDU 3100 (4)	

Birth through Kindergarten

PAL Program	Content courses and required Professional Studies courses	If not hired as a lead teacher additional professional requirements
PAL 4500 (3)	BKE 3740 (3)	BKE 3731(1)
PAL 4600 (3)	BKE 3741 (1)	EDU 2101 (1)
PAL 4700 (3)	EDU 2100 (2)	EDU 4930 (2)
PAL 4800 (3)	EDU 3100 (4)	EDU 4970 (4)
PAL 4900 (3)	EDU 3355 (4)	
PAL 4935 (2)		
PAL 4980 (2)		

Elementary Education

PAL Program	Content courses and required Professional Studies courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	EDU 2100 (2)	EDU 2101 (1)
PAL 4100 (3)	EDU 3100 (4)	EDU 4930 (2)
PAL 4200 (3)	EDU 3355 (4)	EDU 4970 (4)
PAL 4300 (3)	ELE 3710 (4)	ELE 3781 (1)
PAL 4400 (3)	ELE 3755 (4)	PAL 4440 (1)
PAL 4935 (2)	ELE 3760 (4)	
PAL 4980 (2)	ELE 3780 (3)	
	ELE 3790 (3)	
	ELE 3791 (1)	
	HIS 2700 (4)	
	PHE 3770 (4)	

Health and Physical Education (K-12)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	EDU 2100 (2)	EDU 2101 (1)
PAL 4100 (3)	EDU 3100 (4)	EDU 4930 (2)
PAL 4200 (3)	HLT 2260 (4) or BIO 2300 (4) or BIO 2400 (4) or KIN 3350 (4)/KIN 3355 (0)	EDU 4970 (4)
PAL 4300 (3)	HLT 2270 (4)	PAL 4440 (1)
PAL 4400 (3)	HLT 3720 (4)	PHE 3711 (1) or PHE 3731 (1)
PAL 4935 (2)	KIN 1100 (4) or HLT 3250(4)	
PAL 4980 (2)	KIN 2300 (4)	
	KIN 2350 (4)	
	PHE 2001-2005 (one course)	
	PHE 3710 (3) or PHE 3730 (3)	
	PHE 3711 (1) or PHE 3731 (1)	

Middle Grades Language Arts (6-9)

PAL Program	Content courses and required Professional Studies courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	EDU 2100 (2)	EDU 2101 (1)
PAL 4100 (3)	EDU 3100 (4)	EDU 4930 (2)
PAL 4200 (3)	ECM 2110 (4) or ECM 3010 (4) or ECM 3020 (4) or ECM 3030 (4) or 3040 (4)	EDU 4970 (4)
PAL 4300 (3)	ECM 2180 (4) or MGE 3740 (3)	ECM 4301 (1)
PAL 4400 (3)	ECM 2400 (4) or ECM 2410 (4) or ECM 2440 (4) or ECM 2450 (4) or ECM 2810 (4)	PAL 4440 (1)
PAL 4935 (2)	ECM 4300 (4)	
PAL 4980 (2)	MGE 3740 (3)	
PAL 4970 (2)	MGE 3741 (1)	

Middle Grades Mathematics (6-9)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	EDU 2100 (2)	EDU 2101 (1)
PAL 4100 (3)	EDU 3100 (4)	EDU 4930 (2)
PAL 4200 (3)	MAT 2060 (4) or MAT 2070 (4)	EDU 4970 (4)
PAL 4300 (3)	MAT 2140 (4)	MAT 3021 (1)
PAL 4400 (3)	MAT 2160 (4) or MAT 3410 (4)	PAL 4440 (1)
PAL 4935 (2)	MAT 2360 (4)	
PAL 4980 (2)	MAT 3020 (4)	
PAL 4970 (2)	MGE 3730 (3)	
	MGE 3731 (1)	

Middle Grades Science (6-9)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	BIO 1100 (4) or BIO 1110 (4)	EDU 2101 (1)

PAL 4100 (3)	BIO 2240 (4) or BIO 3200 (4) or BIO 3300 (4) or BIO 3400 (4) or BIO 3450 (4)	EDU 4930 (2)
PAL 4200 (3)	BIO 2300 (4) or BIO 2400 (4) or BIO 3650 (4)	EDU 4970 (4)
PAL 4300 (3)	CHM 1100-3210 (4) or Physics other than PHY 1100 or 1200 (4)	PAL 4440 (1)
PAL 4400 (3)	EDU 2100 (2)	SCI 3001 (1)
PAL 4970 (2)	EDU 3100 (4)	
PAL 4935 (2)	MGE 3710 (3)	
PAL 4980 (2)	MGE 3711 (1)	
	PHY 1100 (4) or PHY 1200 (4)	
	SCI 1100 (4)	

Middle Grades Social Studies (6-9)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	ECO 2200 (4) or ECO 2300 (4)	EDU 2101 (1)
PAL 4100 (3)	EDU 2100 (2)	EDU 4930 (2)
PAL 4200 (3)	EDU 3100 (4)	EDU 4970 (4)
PAL 4300 (3)	HIS 1150 (4) or HIS 1160 (4)	PAL 4440 (1)
PAL 4400 (3)	HIS 2700 (4)	HIS 3001 (1)
PAL 4935 (2)	MGE 3720 (3)	
PAL 4980 (2)	MGE 3721 (1)	
PAL 4970 (2)	POL 1100 (4) or POL 2120 (4)	
	POL 3360 (4) or POL 3410 (4) or POL 3420 (4) or POL 4510 (4)	
	SOC 2010 (4)	

Music Education (K-12) (for candidates who have a degree in Music)

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

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements

PAL 4000 (3)	EDU 2100 (2)	EDU 2101 (1)
PAL 4100 (3)	EDU 3100 (4)	EDU 4930 (2)
PAL 4200 (3)	MUS 1010 (2) or MUS 1020 (2) or MUS 1030 (1) or MUS 1040 (1) or MUS 2010 (2) or MUS 2020 (2) or MUS 2030 (1) or MUS 2040 (1)	EDU 4970 (4)
PAL 4300 (3)	MUS 1100 (4) or MUS 2080 (4) or MUS 3110 (3) or MUS 3120 (3) or MUS 3125 (3)	PAL 4440 (1)
PAL 4400 (3)	MUS 1150 (1) or MUS 1160 (1) or MUS 2150 (1) or MUS 2160 (1) minimum of 2 credits	MUS 3760 (3)
PAL 4935 (2)	MUS 1601 – 1618 minimum of 2 credits	MUS 3761(1)
PAL 4980 (2)	MUS 2360 (1) or MUS 4350 (2) minimum of 2 credits	
	MUS 2370 (1) or MUS 2380 (1) or MUS 2390 (1) or MUS 2400 (1) minimum of 2 credits	
	MUS 3040 (3) or MUS 3050 (3) or MUS 3220 (2)	
	MUS 3730 (3) or MUS 4030 (3)	
	MUS 3780 (3)	
	MUS 3781 (1)	

Secondary Comprehensive Science Education (9-12)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	EDU 2100 (2)	EDU 2101 (1)
PAL 4100 (3)	EDU 3100 (4)	EDU 4930 (2)
PAL 4200 (3)	BIO 1100 (4) or BIO 1110 (4)	EDU 4970 (4)
PAL 4300 (3)	BIO 2240 (4) or BIO 2300 (4) or BIO 2400 (4) or BIO 3200 (4) or BIO 3300 (4) or BIO 3400 (4) or BIO 3450 (4) or BIO 3650 (4) or BIO 3670 (4) or BIO 3690 (4)	PAL 4440 (1)
PAL 4400 (3)	CHM 1100 (4) or CHM 1200 (4)	SCI 3001 (1)
PAL 4935 (2)	PHY 1100 (4) or PHY 1200 (4)	
PAL 4980 (2)	Biology, Chemistry or Physics not taken above (4)	
	SCI 1100 (4)	
	SCI 3700 (4)	
	SCI 3701 (1)	

Secondary English (9-12)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	EDU 2100 (2)	ECM 4301 (1)
PAL 4100 (3)	EDU 3100 (4)	EDU 2101 (1)
PAL 4200 (3)	ECM 2110 (4) or ECM 2129 (4)	EDU 4930 (2)
PAL 4300 (3)	ECM 2400 (4) or ECM 2410 (4) or ECM 2440 (4) or ECM 2450 (4) or ECM 2810 (4)	EDU 4970 (4)
PAL 4400 (3)	ECM 3010 (4) or ECM 3020 (4) or ECM 3200 (4)	PAL 4440 (1)
PAL 4935 (2)	ECM 3030 (4) or ECM 3040 (4)	
PAL 4980 (2)	ECM 3700 (4)	
	ECM 3701 (1)	
	ECM 4300 (4)	

Secondary Mathematics (9-12)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	EDU 2100 (2)	EDU 2101 (1)
PAL 4100 (3)	EDU 3100 (4)	EDU 4930 (2)
PAL 4200 (3)	MAT 2060 (4) or MAT 2070 (4)	EDU 4970 (4)
PAL 4300 (3)	MAT 2140 (4)	MAT 3021 (1)
PAL 4400 (3)	MAT 2160 (4)	PAL 4440 (1)
PAL 4935 (2)	MAT 2360 (4)	

PAL 4980 (2)	MAT 3020 (4)	
	MAT 3410 (4)	
	MAT 3700 (4)	
	MAT 3701 (1)	

Secondary Social Studies Education (9-12)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	ECO 2200 (4) or ECO 2300 (4)	EDU 2101 (1)
PAL 4100 (3)	EDU 2100 (2)	EDU 4930 (2)
PAL 4200 (3)	EDU 3100 (4)	EDU 4970 (4)
PAL 4300 (3)	HIS 1150 (4) or HIS 1160 (4)	HIS 3001 (1)
PAL 4400 (3)	HIS 1210 (4) or HIS 1220 (4) or HIS 1230 (4) or HIS 1240 (4)	PAL 4440 (1)
PAL 4935 (2)	HIS 2130 (4) or HIS 2139 (4) or SSC 3300 (4) or SOC 2010 (4)	
PAL 4980 (2)	HIS 3700 (3)	
	HIS 3701 (1)	
	POL 1100 (4) or POL 2120 (4)	
	POL 3360 (4) or POL 3410 (4) or POL 3420 (4) or POL 4510 (4)	
	SOC 2010 (4)	

Special Education Adapted Curriculum (K-12)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 3000 (3)	EDU 2100 (2)	EDU 2101 (1)
PAL 3100 (3)	EDU 2770 (3)	EDU 4930 (2)
PAL 3200 (3)	SPE 2800 (3)	EDU 4970 (4)
PAL 3300 (3)	SPE 3770 (3)	SPE 2801 (1)
PAL 3400 (3)	SPE 3771 (1)	SPE 3002 (1)
PAL 4935 (2)		
PAL 4980 (2)		

Special Education General Curriculum (K-12)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	EDU 2100 (2)	EDU 2101 (1)
PAL 4100 (3)	EDU 2770 (3)	EDU 4930 (2)
PAL 4200 (3)	EDU 3355 (4)	EDU 4970 (4)
PAL 4300 (3)	ELE 3790 (3)	SPE 2801 (1)
PAL 4400 (3)	SPE 2800 (3)	SPE 3002 (1)
PAL 4935 (2)	SPE 3750 (4)	
PAL 4980 (2)	SPE 3770 (3)	
	SPE 3775 (3)	
	SPE 3776 (1)	
	SPE 3791 (1)	

Theatre Education (K-12)

PAL Program	Content courses and required Professional Studies Courses	If not hired as a lead teacher additional professional requirements
PAL 4000 (3)	EDU 2100 (2)	EDU 2101 (1)
PAL 4100 (3)	EDU 3100 (4)	EDU 4930 (2)
PAL 4200 (3)	THE 1030 (4)	EDU 4970 (4)
PAL 4300 (3)	THE 1150 (3) or THE 1250 (3) or THE 2050 (3) or THE 2150 (3)	PAL 4440 (1)
PAL 4400 (3)	THE 2110 (4)	THE 3001 (1)
PAL 4935 (2)	THE 2160 (3)	
PAL 4980 (2)	THE 2040 (4) or THE 2170 (3) or THE 3170 (3) or THE 4170 (3)	
	THE 3000 (4)	
	THE 3110 (4) or ECM 2129 (4)	
	THE 3770 (3)	
	THE 3771 (1)	

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); English as a Second Language (K-12) (see details in the Greensboro College Graduate Academic Catalog), and theatre education (K-12). 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. Refer to the sections below for course requirements.

Please see the section of this *Catalog* titled Post Baccalaureate Programs for Teacher Licensure for program details.

Licensure-Only Art (K-12)

Professional Studies	Content Courses
EDU 2100 (2)	ART 1110 (4) or ART 2302 (4) *
EDU 2101 (1) (if **not** employed as a lead teacher)	ART 1403 (4) or ART 2303 (4) or ART 2403 (2)*
EDU 3100 (4)	ART 1502(4) or ART 2502 (4)*
EDU 3300 (3)	ART 2202 (4)*
EDU 3770 (3)	ART 2602 (4)* or ART 2802 (4)*
EDU 4000 (3)	ART 2910 (4) or ART 3910 (4) or ART 2100 (4)*
EDU 4935 (2) (if employed as a lead teacher)	ART 4900 (1)
EDU 4980 (2) if employed as a lead teacher)	
EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	
ART 3001 (1) (if **not** employed as a lead teacher)	
ART 3700 (3)	
ART 3701 (1)	
PSY 3200 (4)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	

*Taking eight hours from these courses fulfills the following requirement: ART 2100 (4), ART 2202 (4), ART 2302 (4), ART 2403 (2), ART 2502 (4), ART 2602 (4), ART 2802 (4).

Licensure-Only Birth through Kindergarten

Professional Studies	Content Courses
EDU 2100 (2)	BKE 3100 (4)
EDU 2101 (1) (if **not** employed as a lead teacher)	BKE 3710 (4)
EDU 2770 (3) or BKE 3720 (4)	BKE 3730 (3)
EDU 3100 (4)	BKE 3731 (1) (if **not** employed as a lead teacher)
EDU 3355 (3)	BKE 3735 (2)
EDU 4000 (3)	BKE 3740 (3)
EDU 4935 (2) (if employed as a lead teacher)	BKE 3741 (1)
EDU 4980 (2) if employed as a lead teacher)	BKE 3745 (2)
EDU 4930 (2) (if **not** employed as a lead teacher)	BKE 3755 (2)
EDU 4970 (4) (if **not** employed as a lead teacher)	SOC 3309 (4)
PSY 2100 (4)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	

Licensure-Only Comprehensive Science (9-12)

Professional Studies	Content Courses
EDU 2100 (2)	BIO 1100 (4)
EDU 2101 (1) (if **not** employed as a lead teacher)	BIO 1110 (4)
EDU 3100 (4)	BIO 2300 (4)
EDU 3300 (3)	BIO 2400 (4)
EDU 3770 (3)	BIO 3400 (4) or BIO 3450 (4)
EDU 4000 (3)	BIO 3650 (4) or BIO 3670 (4)
EDU 4935 (2) (if employed as a lead teacher)	4 credits at 2000-3000 level BIO not taken above or CHM 3100 (4) or SCI 3700
EDU 4980 (2) if employed as a lead teacher)	CHM 1100 (4)

EDU 4930 (2) (if **not** employed as a lead teacher)	CHM 1200 (4)
EDU 4970 (4) (if **not** employed as a lead teacher)	MAT 2060 (4) or MAT 2360 (4)
PSY 3200 (4)	PHY 1100 (4)
SCI 3001 (1) (if **not** employed as a lead teacher)	PHY 1200 (4)
SCI 3700 (3)	SCI 1100 (4)
SCI 3701 (1)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	
EDU 4940 (10) (if **not** employed as a lead teacher)	

Licensure-Only Elementary (K-6)

Professional Studies	Content Courses
EDU 2100 (2)	ELE 3710 (4)
EDU 2101 (1) (if **not** employed as a lead teacher)	ELE 3755 (4)
EDU 2770 (3)	ELE 3760 (4)
EDU 3100 (4)	ELE 3780 (3)
EDU 3300 (3)	ELE 3781 (1) (if **not** employed as a lead teacher)
EDU 3355 (4)	ELE 3790 (3)
EDU 4000 (3)	ELE 3791 (1)
EDU 4935 (2) (if employed as a lead teacher)	HIS 2700 (4)
EDU 4980 (2) if employed as a lead teacher)	PHE 3770 (4)
EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	
PSY 3200 (4)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	

Licensure-Only English (9-12)

Professional Studies	Content Courses
EDU 2100 (2)	ECM 2110 (4) or ECM 2129 (4) or ECM 2140 (4)
EDU 2101 (1) (if **not** employed as a lead teacher)	ECM 2400 (4) or ECM 2410 (4) or ECM 2440 (4) or ECM 2450 (4) or ECM 2810 (4)
EDU 3100 (4)	ECM 3010 (4) or ECM 3020 (4) or ECM 3200 (4)
EDU 3300 (3)	ECM 3030 (4) or ECM 3040 (4)
EDU 4000 (3)	ECM 4300 (4)
EDU 4935 (2) (if employed as a lead teacher)	
EDU 4980 (2) if employed as a lead teacher)	
EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	
ECM 3700 (4)	
ECM 3701 (1)	
ECM 4301 (if **not** employed as a lead teacher)	
PSY 3200 (4)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	

Licensure-Only Health and Physical Education (K-12)

Professional Studies	Content Courses
EDU 2100 (2)	HLT 2260 (4) or BIO 2300 (4) or BIO 2400 (4) or KIN 3350 (4)/KIN 3355 (0)
EDU 2101 (1) (if **not** employed as a lead teacher)	HLT 2270 (4)
EDU 3100 (4)	KIN 1100 (4) or HLT 3250 (4)
EDU 3770 (3)	KIN 2300 (4)
EDU 4000 (3)	KIN 2350 (4)
EDU 4935 (2) (if employed as a lead teacher)	KIN 3390 (4)/KIN 3395 (0)
EDU 4980 (2) if employed as a lead teacher)	Choose 2: PHE 2001 (1), PHE 2002 (1), PHE 2003 (1), PHE 2005 (1)

EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	
HLT 3720 (4)	
PHE 3710 (3)	
PHE 3711(1)	
PHE 3730 (3)	
PHE 3731 (1)	
PSY 3200 (4)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	

Licensure-Only Mathematics (9-12)

Professional Studies	Content Courses
EDU 2100 (2)	CSC 1100 (4) or DAT 1200 (4)
EDU 2101 (1) (if **not** employed as a lead teacher)	MAT 2060 (4)
EDU 3100 (4)	MAT 2070 (4)
EDU 3300 (3)	MAT 2140 (4)
EDU 3770 (3)	MAT 2160 (4)
EDU 4000 (3)	MAT 2360 (4)
EDU 4935 (2) (if employed as a lead teacher)	MAT 3020 (4)
EDU 4980 (2) if employed as a lead teacher)	MAT 3410 (4)
EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	
MAT 3021 (1) (if **not** employed as a lead teacher)	
MAT 3700 (4)	
MAT 3701 (1)	
PSY 3200 (4)	
SPE 2900 (3)	

SPE 2901 (1) (if **not** employed as a lead teacher)	

Licensure-Only Middle Grades Language Arts (6-9)

Professional Studies	Content Courses
EDU 2100 (2)	ECM 2110 (4) or ECM 3010 (4) or ECM 3020 (4) or ECM 3030 (4) or 3040 (4)
EDU 2101 (1) (if **not** employed as a lead teacher)	ECM 2180 (4) or MGE 3740 (3)
EDU 3100 (4)	ECM 2400 (4) or ECM 2410 (4) or ECM 2440 (4) or ECM 2450 (4) or 2810 (4)
EDU 3300 (3)	ECM 4300 (4)
EDU 4000 (3)	
EDU 4935 (2) (if employed as a lead teacher)	
EDU 4980 (2) if employed as a lead teacher)	
EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	
ECM 4301 (if **not** employed as a lead teacher)	
PSY 3200 (4)	
MGE 3740 (3)	
MGE 3741 (1)	
MGE 4970 (2)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	

Licensure-Only Middle Grades Mathematics (6-9)

Professional Studies	Content Courses
EDU 2100 (2)	MAT 2060 (4)
EDU 2101 (1) (if **not** employed as a lead teacher)	MAT 2140 (4)
EDU 3100 (4)	MAT 2160 (4)
EDU 3300 (3)	MAT 2360 (4)

EDU 3770 (3)	MAT 3020 4)
EDU 4000 (3)	MAT Elective (4)
EDU 4935 (2) (if employed as a lead teacher)	
EDU 4980 (2) if employed as a lead teacher)	
EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	
PSY 3200 (4)	
MAT 3021 (1) (if **not** employed as a lead teacher)	
MGE 3730 (3)	
MGE 3731 (1)	
MGE 4970 (2)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	

Licensure-Only Middle Grades Science (6-9)

Professional Studies	Content Courses
EDU 2100 (2)	BIO 1100 (4)
EDU 2101 (1) (if **not** employed as a lead teacher)	BIO 1110 (4)
EDU 3100 (4)	BIO 2240 (4) or BIO 3200 (4) or BIO 3300 (4) or BIO 3400 (4) or BIO 3450 (4)
EDU 3300 (3)	BIO 2300 (4) or BIO 2400 (4) or BIO 3650 (4)
EDU 3770 (3)	BIO 3450 (4) or PHY 1100 (4)
EDU 4000 (3)	Physics **not** already taken (4) or CHM 1100-3210 (4)
EDU 4935 (2) (if employed as a lead teacher)	SCI 1100 (4)
EDU 4980 (2) if employed as a lead teacher)	
EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	

MGE 3710 (3)	
MGE 3711 (1)	
MGE 4970 (2)	
PSY 3200 (4)	
SCI 3001 (1) (if **not** employed as a lead teacher)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	

Licensure-Only Middle Grades Social Studies (6-9)

Professional Studies	Content Courses
EDU 2100 (2)	ECO 2200 (4) or ECO 2300 (4)
EDU 2101 (1) (if **not** employed as a lead teacher)	HIS 1150 (4)
EDU 3100 (4)	HIS 1160 (4)
EDU 3300 (3)	HIS 2700 (4)
EDU 3770 (3)	POL 1100 (4)
EDU 4000 (3)	POL 2110 (4) or POL 2120 (4) or POL 3360 (4) or POL 3410 (4) or POL 3420 (4) or POL 4510 (4)
EDU 4935 (2) (if employed as a lead teacher)	SOC 2010 (4)
EDU 4980 (2) if employed as a lead teacher)	
EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	
HIS 3001 (1) (if **not** employed as a lead teacher)	
MGE 3720 (3)	
MGE 3721 (1)	
PSY 3200 (4)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	

Licensure-Only Music – Choral/Vocal (K-12) (for candidates who have a degree in Music)

Professional Studies	Content Courses
EDU 2100 (2)	MUS 1010(2)
EDU 2101 (1) (if **not** employed as a lead teacher)	MUS 1020 (2)
EDU 3100 (4)	MUS 1030 (1)
EDU 3770 (3)	MUS 1040 (1)
EDU 4000 (3)	Minimum of 2 credit hours: MUS 1150 (1), MUS 1160 (1), MUS 2150 (1), MUS 2160 (1)
EDU 4935 (2) (if employed as a lead teacher)	Minimum of 2 credit hours: MUS 1601-1618
EDU 4980 (2) if employed as a lead teacher)	MUS 2010 (2)
EDU 4930 (2) (if **not** employed as a lead teacher)	MUS 2020 (2)
EDU 4970 (4) (if **not** employed as a lead teacher)	MUS 2030 (1)
MUS 3760 (3) (if **not** employed as a lead teacher)	MUS 2040 (1)
MUS 3761 (1) (if **not** employed as a lead teacher)	MUS 2360 (1) or MUS 4350 (2)
MUS 3780 (3)	Minimum of 2 credit hours: MUS 2370 (1), MUS 2380 (1), MUS 2390 (1), MUS 2400 (1)
MUS 3781 (1)	MUS 3040 (3)
PSY 3200 (4)	MUS 3110 (3)
SPE 2900 (3)	MUS 3120 (3)
SPE 2901 (1) (if **not** employed as a lead teacher)	MUS 3125 (3)
	MUS 3730 (3)
	MUS 4738 (3)

Licensure-Only Music – Instrumental (K-12) (for candidates who have a degree in Music)

Professional Studies	Content Courses
EDU 2100 (2)	MUS 1010 (2)
EDU 2101 (1) (if **not** employed as a lead teacher)	MUS 1020 (2)

EDU 3100 (4)	MUS 1030 (1)
EDU 3770 (3)	MUS 1040 (1)
EDU 4000 (3)	Minimum of 2 credit hours: MUS 1150 (1), MUS 1160 (1), MUS 2150 (1), MUS 2160 (1)
EDU 4935 (2) (if employed as a lead teacher)	Minimum of 2 credit hours: MUS 1601-1618
EDU 4980 (2) if employed as a lead teacher)	MUS 2010 (2)
EDU 4930 (2) (if **not** employed as a lead teacher)	MUS 2020 (2)
EDU 4970 (4) (if **not** employed as a lead teacher)	MUS 2030 (1)
MUS 3760 (3)	MUS 2040 (1)
MUS 3761 (1)	MUS 2360 (1) or MUS 4350 (2)
MUS 3780 (3)	Minimum of 2 credit hours: MUS 2370 (1), MUS 2380 (1), MUS 2390 (1), MUS 2400 (1)
MUS 3781 (1)	MUS 3040 (3)
PSY 3200 (4)	MUS 3110 (3)
SPE 2900 (3)	MUS 3120 (3)
SPE 2901 (1) (if **not** employed as a lead teacher)	MUS 3125 (3)
	MUS 3220 (2)
	MUS 3730 (3)
	MUS 4737 (3)

Licensure-Only Social Studies (9-12)

Professional Studies	Content Courses
EDU 2100 (2)	ECO 2200 (4) or ECO 2300 (4)
EDU 2101 (1) (if **not** employed as a lead teacher)	HIS 1150 (4) or HIS 1160 (4)
EDU 3100 (4)	Select two from list: HIS 1210 (4) HIS 1220 (4) HIS 1230 (4) HIS 1240 (4)
EDU 3300 (3)	HIS 2130 (4) or HIS 2139 (4) or SOC 2010 (4) or SSC 3300 (4)
EDU 3770 (3)	Two 3000 or 4000 level courses (balance between US and European History)

EDU 4000 (3)	POL 1100 (4)
EDU 4935 (2) (if employed as a lead teacher)	POL 3360 (4) or POL 3410 (4) or POL 3420 (4) or POL 4510 (4)
EDU 4980 (2) if employed as a lead teacher)	POL 2000 level or above (4)
EDU 4930 (2) (if **not** employed as a lead teacher)	PSY 2000 level or above (4)
EDU 4970 (4) (if **not** employed as a lead teacher)	SOC 2010 (4)
HIS 3001 (1) (if **not** employed as a lead teacher)	
HIS 3700 (3)	
HIS 3701 (1)	
PSY 1100 (4)	
PSY 3200 (4)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	

Licensure-Only Special Education Adapted (K-12)

Professional Studies	Content Courses
EDU 2100 (2)	SPE 3002 (1) (if not employed as a lead teacher)
EDU 2101 (1) (if **not** employed as a lead teacher)	SPE 3750 (3)
EDU 2770 (3)	SPE 3770 (3)
EDU 3300 (3)	SPE 3771 (1)
EDU 3355 (4)	SPE 3775 (3)
EDU 4000 (3)	
EDU 4935 (2) (if employed as a lead teacher)	
EDU 4980 (2) if employed as a lead teacher)	
EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	
PSY 3200 (4)	
SPE 2800 (3)	

SPE 2801 (1) (if **not** employed as a lead teacher)	
SPE 2900 (3)	

Licensure-Only Special Education General (K-12)

Professional Studies	Content Courses
EDU 2100 (2)	ELE 3790 (3)
EDU 2101 (1) (if **not** employed as a lead teacher)	SPE 3002 (1) (if **not** employed as a lead teacher)
EDU 2770 (3)	SPE 3750 (3)
EDU 3300 (3)	SPE 3770 (3)
EDU 3355 (4)	SPE 3775 (3)
EDU 4000 (3)	SPE 3776 (1)
EDU 4935 (2) (if employed as a lead teacher)	SPE 3791 (1)
EDU 4980 (2) if employed as a lead teacher)	
EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	
PSY 3200 (4)	
SPE 2800 (3)	
SPE 2801 (1) (if **not** employed as a lead teacher)	
SPE 2900 (3)	

Licensure-Only Theatre (K-12)

Professional Studies	Content Courses
EDU 2100 (2)	THE 1030 (4)
EDU 2101 (1) (if **not** employed as a lead teacher)	THE 1150 (3) or THE 1250 (3) or THE 2050 (3) or THE 2150 (3)
EDU 3100 (4)	THE 2050 (4)
EDU 3300 (3) (pending final approval)	THE 2040 (4) or THE 2170 (3) or THE 3170 (3) or THE 4170 (3)
EDU 3770 (3)	THE 2110 (4)
EDU 4000 (3)	THE 2160 (3)

EDU 4935 (2) (if employed as a lead teacher)	THE 3000 (4)
EDU 4980 (2) if employed as a lead teacher)	THE 3110 (4) or ECM 2129 (4)
EDU 4930 (2) (if **not** employed as a lead teacher)	
EDU 4970 (4) (if **not** employed as a lead teacher)	
PSY 3200 (4)	
SPE 2900 (3)	
SPE 2901 (1) (if **not** employed as a lead teacher)	
THE 3001 (1) (if **not** employed as a lead teacher)	
THE 3770 (3)	
THE 3771 (1)	

Elementary Education

Department of Education; School of Social Sciences and Education

Degree: Bachelor of Arts (B.A.)

Major: Elementary Education

See section entitled Education for requirements of all students seeking teacher licensure in any academic area.

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 educator preparation 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 Educator Preparation 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 credit hours.

Students pursuing a degree in Elementary Education are required to complete a minor in a discipline of their choice.

Major: Elementary Education (K-6)

Required Courses:

Course number	Course title	Credit hours
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 2770	Literacy Foundations	3
EDU 3100	Introduction to Technology, Planning & Assessment	4
EDU 3300*	Positive Behavior Support	3
EDU 3355*	Educational Assessment	4
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2
EDU 4940*	Student Teaching	10
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*	English Language Arts Methods & Assessment	3
ELE 3781*	Field Component for ELE 3780	1
ELE 3790*	Mathematics Methods & Assessment	3
ELE 3791*	Field Component for ELE 3790	1
PHE 3770	Pedagogy of PE & Health for the Classroom Teacher	4
PSY 3200	Educational Psychology	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for SPE 2900	1

* Requires admission to the Educator Preparation Program

Required Related Courses:

Course number	Course title	Credit hours
HIS 2700	Teaching History in North Carolina	4

Total credit hours = 68 for B.A. degree + hours to complete minor requirements

English, Communication and Media Studies

Department of English, Communication and Media Studies; School of Humanities

Degree: Bachelor of Arts (B.A.)

Majors:

- English

- English and Communication Studies
- English with Secondary Teacher Licensure
- Games and Interactive Media

Minors:

- Communication
- Creative Writing
- English
- Film and Media Studies
- Games and Interactive Media
- Sport Communication

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 interactive media, literature, games, 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 flexibility in the majors is balanced by thematic guidance to ensure a meaningful, cohesive course of study. 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. These majors prepare students for the world of work and beyond.

Major: English

Required Courses:

Course number	Course title	Credit hours
Choose one of these Professional and Career Exploration courses:		2
CLD 1100	Exploring Career & Life Directions	
CLD 3100	Experiencing Career & Life Directions	
ECM 3800	Internship	
____ 3800	Internship (relevant to the major in another academic department)	
Choose one of these World Literature courses:		4
ECM 2110	Global Texts	
ECM 2129	World Drama	
ECM 3100	Foreign Literature in Translation	
Choose one of these Creativity and Innovation courses:		4

ECM 2400	Media Writing & Ethics	
ECM 2410	Student Publications Practicum (1-2 hours; may repeat to total 4 hours)	
ECM 2450	Introduction to Creative Writing	
ECM 2480	Screenwriting	
ECM 2810	New Media Studies	
ECM 2510	Critical Methods	4
Choose one of these British Literature courses:		4
ECM 3010	British Literature I	
ECM 3020	British Literature II	
ECM 3200	Shakespeare	
Choose one of these American Literature courses:		4
ECM 3030	Early American Literature	
ECM 3040	Modern American Literature	
Choose one of these Diversity and Difference courses:		4
ECM 3519	African-American Writers	
ECM 3529	Women Writers	
ECM 3539	Writers of the American South	
ECM 3540	Migration Literatures	
ECM 3559	Gender & Sexuality in Literature	
ECM 4300	Grammar & Linguistics	4
ECM 4910	Capstone Project	4
ECM 2000+ courses	Electives	8

Total credit hours = 42 for B.A. degree

A course may be used to satisfy only one requirement within the major. 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.

Major: English and Communication Studies

Required Courses:

Course number	Course title	Credit hours
Choose one of these Professional and Career Exploration courses:		2

CLD 1100 CLD 3100 ECM 3800 ____ 3800	Exploring Career & Life Directions Experiencing Career & Life Directions Internship Internship relevant to the major in another academic department	
Choose two of these Historical and Formal Context courses:		8
ECM 2110 ECM 2129 ECM 3010 ECM 3020 ECM 3030 ECM 3040 ECM 3100 ECM 3200	Global Texts World Drama British Literature I British Literature II Early American Literature Modern American Literature Foreign Literature in Translation Shakespeare	
Choose two of these Communication and Media courses:*		8
ECM 2170 ECM 2310 ECM 2360 ECM 2400 ECM 2410 ECM 2440 ECM 2450 ECM 2480 ECM 2600 ECM 2700 ECM 2720 ECM 2810 ECM 2820 ECM 2830 ECM 2840 ECM 3050 ECM 3620 ECM 4700 GAM 1200 GAM 1400 GAM 2220 GAM 2230 GAM 2250 GAM 2270 GAM 2280	Special Topics in Film Improving Conversation & Communication Visual Communication Media Writing & Ethics Student Publications Practicum (1-2 hours; may repeat to total 4 hours) Successful Communication at Work Introduction to Creative Writing Screenwriting Media & Culture Media Production Podcasting New Media Studies Web Authoring & Usability Social Media & Reputation Management Sports & Media World Cinema Special Topics: Communication & Media Studies Digital Videography Games & Play Exploring Game Design Games & Society Controversies in Gaming Game Storytelling and Narrative Game Journalism Game Studio (1-4 hours; may repeat to total 4 hours)	
Choose one of these Creativity and Innovation courses:		4

ECM 2400 ECM 2410 ECM 2450 ECM 2480 ECM 2810	Media Writing & Ethics Student Publications Practicum (1-2 hours; may repeat to total 4 hours) Introduction to Creative Writing Screenwriting New Media Studies	4
ECM 2510	Critical Methods	4
Choose one of these Diversity and Difference courses:		4
ECM 3519 ECM 3529 ECM 3539 ECM 3540 ECM 3559	African-American Writers Women Writers Writers of the American South Migration Literatures Gender & Sexuality in Literature	
ECM 4300	Grammar & Linguistics	4
ECM 4910	Capstone Project	4
ECM 2000+ courses	Elective	4

Total credit hours = 42 for B.A. degree

*Note: Students may only take one gaming course from the Communication and Media courses section.

A course may be used to satisfy only one requirement within the major. 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.

Major: English with Secondary Teacher Licensure

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 educator preparation 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 Educator Preparation 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 credit hours.

This degree is a joint program between the School of Humanities and the School of

Education. Students who choose this major 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. Additionally, this major prepares aspiring English teachers to support students in the secondary education classroom through demonstrating the use of diverse assessment methods and instructional strategies to enable students to achieve learning objectives. Graduates who successfully complete state certification requirements will be qualified to teach students in grades 9-12. For specific requirements and descriptions of the Educator Preparation Program, please refer to the Education major in the *Academic Catalog*.

Required Courses:

Course number	Course title	Credit hours
Choose one of these World Literature courses:		4
ECM 2110	Global Texts	
ECM 2129	World Drama	
ECM 2140	Gods & Monsters: Mythology	
ECM 3100	Foreign Literature in Translation	
Choose one of these Creativity and Innovation courses:		4
ECM 2400	Media Writing & Ethics	
ECM 2410	Student Publications Practicum (1-2 hours; may repeat to total 4 hours)	
ECM 2440	Successful Communication at Work	
ECM 2450	Introduction to Creative Writing	
ECM 2480	Screenwriting	
ECM 2810	New Media Studies	
ECM 2510	Critical Methods	4
Choose one of these British Literature courses:		4
ECM 3010	British Literature I	
ECM 3020	British Literature II	
ECM 3200	Shakespeare	
Choose one of these American Literature courses:		4
ECM 3030	Early American Literature	
ECM 3040	Modern American Literature	
Choose one of these Diversity and Difference courses:		4
ECM 3519	African-American Writers	
ECM 3529	Women Writers	
ECM 3539	Writers of the American South	
ECM 3540	Migration Literatures	
ECM 3559	Gender and Sexuality in Literature	
ECM 3700*	Pedagogy of Language & Literacy for Adolescents (9-12)	4
ECM 3701*	Field Component for ECM 3700	1

ECM 4300	Grammar & Linguistics	4
ECM 4301*	Field Component for ECM 4301	1
ECM 4910	Capstone Project	4
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3300*	Positive Behavior Support	4
EDU 4000*	21st 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 SPE 2900	1
ECM 2000+ course	Elective	4

Total credit hours = 76 for B.A. degree

* Requires admission to the Educator Preparation Program

A course may be used to satisfy only one requirement within the major. 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. Students select one or two credits for the practicum when registering for the course. The difference reflects work expectations.

Major: Games and Interactive Media

Greensboro College offers a major in games and interactive media. Please see the section of this *Catalog* entitled Games and Interactive Media for those major requirements.

Minor: Communication

Required Courses:

Course number	Course title	Credit hours
Choose two of these courses:		8

ECM 2170	Special Topics in Film	
ECM 2310	Improving Conversation & Communication	
ECM 2360	Visual Communication	
ECM 2400	Media Writing & Ethics	
ECM 2410	Student Publications Practicum (1-2 hours; may repeat to total 4 hours)	
ECM 2440	Successful Communication at Work	
ECM 2450	Introduction to Creative Writing	
ECM 2480	Screenwriting	
ECM 2600	Media & Culture	
ECM 2700	Media Production	
ECM 2720	Podcasting	
ECM 2740	Communications Practicum (1-2 hours; may repeat to total 4 hours)	
ECM 2810	New Media Studies	
ECM 2820	Web Authoring & Usability	
ECM 2830	Social Media & Reputation Management	
ECM 2840	Sports & Media	
ECM 3050	World Cinema	
ECM 3620	Special Topics: Communication & Media Studies	
ECM 4700	Digital Videography	
ECM 2000+ courses	Electives	12

Total credit hours = 20

If a major in English elects to pursue a minor in communication, 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 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.

Minor: Creative Writing

Required Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
ECM 2130	Other Worlds: Science Fiction & Fantasy	
ECM 2140	Gods & Monsters: Mythology	
ECM 2180	Young Adult Literature	
ECM/THE 2350	Voice & Verse	
ECM 2400	Media Writing & Ethics	
ECM 2700	Media Production	
ECM 3100	Foreign Literature in Translation	
ECM 4000	Movement/Author/Circle	
ECM 4700	Digital Videography	
ECM 2190	Special Topics: Literary Imagination	4
Choose one of these courses:		2
ECM 2410	Student Publications Practicum	
ECM 3450	Advanced Creative Writing	
ECM 3800	Internship	
ECM 2450	Introduction to Creative Writing	4
Choose one of these writing courses:		4
ECM 2480	Screenwriting	
THE 2110	Playwriting	
ECM 3450	Advanced Creative Writing	2

Total credit hours = 20

If a major in English elects to pursue a minor in creative writing, the 20 credit hours for the minor may not apply to the major (i.e., 20 distinct additional credit hours). 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.

Minor: English

Required Courses:

Course number	Course title	Credit hours
Choose two of these courses:		8
ECM 2110	Global Texts	
ECM 2129	World Drama	
ECM 3010	British Literature I	
ECM 3020	British Literature II	
ECM 3030	Early American Literature	
ECM 3040	Modern American Literature	
ECM 3100	Foreign Literature in Translation	
ECM 3200	Shakespeare	
ECM 2000+ courses	Electives	12

Total credit hours = 20

A major in English may not take a minor in English. A major in English and communication studies may not take a minor in English. 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.

Minor: Film and Media Studies

Required Courses:

Course number	Course title	Credit hours
ECM 2170	Special Topics in Film	4
ECM 2480	Screenwriting	4
ECM 2600	Media and Culture	4
Choose one of these courses:		4
ART 2602	Graphic Design	
ART 2610	Digital Photography	
ART 2802	Darkroom Photography	
ART 3210	Animation, Avatars & Environment	
ART 4205	Contemporary Practices	
ECM 2170	Special Topics in Film (repeat if different topic)	
ECM 2360	Visual Communication	
ECM 2400	Media Writing & Ethics	
ECM 2510	Critical Methods	
ECM 2720	Podcasting	
ECM 2740	Communication Practicum (1-2 hours; may repeat to total 4 hours)	
ECM 2810	New Media Studies	
ECM 3620	Special Topics: Communication & Media Studies	
Choose one of these courses:		4
ECM 2700	Media Production	
ECM 4700	Digital Videography	

Total credit hours = 20

Minor: Games and Interactive Media
Greensboro College offers a minor in games and interactive media. Please see the section of this *Catalog* entitled Games and Interactive Media for those minor requirements.

Minor: Sport Communication
Greensboro College offers a minor in sport communication. Please see the section of this *Catalog* entitled Sport Communication for those minor requirements.

Exercise and Sport Studies

Department of Kinesiology; School of Sciences and Mathematics

Degrees: Bachelor of Science (B.S.)

Majors:

-
- Exercise and Sport Studies with Concentration in Exercise Science
- Exercise and Sport Studies with Concentration in Sport Coaching
- Exercise and Sport Studies with Concentration in Sport Management
- Exercise and Sport Studies with Concentration in Strength and Conditioning

Minors:

- Coaching
- Exercise Science
- Health

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 basis of human movement within and across diverse populations, 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. All students are given opportunities to explore career paths and employment settings by completing an internship during their junior year. Students can select one or more of the four concentration areas, which include exercise science, sport management, sport coaching, and strength and conditioning. Students in the strength and conditioning concentration will complete an additional internship in their senior year. A minimum of C- in all required courses is mandatory.

Major: Exercise and Sport Studies with Concentration in Exercise Science

Required Courses:

Course number	Course title	Credit hours
ESS 4360	Exercise Physiology for Special Populations	4
ESS 4400	Strength Training Programming, Techniques, & Administration	4
ESS 4410	Exercise Testing, Prescription, & Supervision	4

HLT 3250	Human Nutrition	4
KIN 1100	Personal Fitness and Wellness	4
KIN 2350	Foundations of Sport & Physical Education	4
KIN 2500/2505	Anatomy & Physiology for Exercise & Sport Studies & Laboratory	4
KIN 3330	Psychological Aspects of Exercise & Sport	4
KIN 3340	Socio-cultural Foundation in Exercise & Sport	4
KIN 3350/3355	Exercise Physiology & Laboratory	4
KIN 3390/3395	Biomechanics & Laboratory	4
KIN 3800	Internship	4
KIN 4900	The Senior Kinesiologist: Senior Capstone	4

Required Related Courses:

Course number	Course title	Credit hours
MAT 2360	Statistics	4

Total credit hours = 56 for B.S. degree

Major: Exercise and Sport Studies with Concentration in Sport Coaching

Required Courses:

Course number	Course title	Credit hours
ESS 3360	So You Want to Be a Coach: Coaching & Officiating Theories & Organization	4
ESS 4400	Strength Training Programming, Techniques, & Administration	4
HLT 3250	Human Nutrition	4
KIN 2300	Motor Behavior	4
KIN 2350	Foundations of Sport & Physical Education	4
KIN 2500/2505	Anatomy & Physiology for Exercise & Sport Studies & Laboratory	4
KIN 3330	Psychological Aspects of Exercise & Sport	4
KIN 3340	Socio-cultural Foundation in Exercise & Sport	4
KIN 3350/3355	Exercise Physiology & Laboratory	4
KIN 3360	Let's Build a Sports Organization: Organization, Management & Legal Aspects of Sport	4
KIN 3390/3395	Biomechanics & Laboratory	4
KIN 3800	Internship	4
KIN 4900	The Senior Kinesiologist: Senior Capstone	4

Required Related Courses:

Course number	Course title	Credit hours
MAT 2360	Statistics	4

Total credit hours = 56 for B.S. degree

Major: Exercise and Sport Studies with Concentration in Sport Management

Required Courses:

Course number	Course title	Credit hours
ACC 1102	Financial Accounting	4
BUS 2002	Organizational Behavior & Management	4
BUS 2003	Marketing	4
ECO 2200	Principles of Microeconomics	4
ECO 2300	Principles of Macroeconomics	4
KIN 1100	Personal Fitness & Wellness	4
KIN 2350	Foundations of Sport & Physical Education	4
KIN 3340	Socio-cultural Foundation in Exercise & Sport	4
KIN 3360	Let's Build a Sports Organization: Organization, Management & Legal Aspects of Sport	4
KIN 3800	Internship	4
KIN 4900	The Senior Kinesiologist: Senior Capstone	4

Required Related Courses:

Course number	Course title	Credit hours
MAT 2020	Operations Research	4
THE 2010	Public Speaking	4

Total credit hours = 52 for B.S. degree

Major: Exercise and Sport Studies with Concentration in Strength and Conditioning

Required Courses:

Course number	Course title	Credit hours
ESS 4400	Strength Training Programming, Techniques, & Administration	4
ESS 4405	Scientific Principles of Strength & Conditioning	4
ESS 4410	Exercise Testing, Prescription, & Supervision	4
HLT 3250	Human Nutrition	4
KIN 1100	Personal Fitness & Wellness	4

KIN 2300	Motor Behavior	4
KIN 2350	Foundations of Sport & Physical Education	4
KIN 2500/2505	Anatomy & Physiology for Exercise & Sport Studies & Laboratory	4
KIN 3330	Psychological Aspects of Exercise & Sport	4
KIN 3350/3355	Exercise Physiology & Laboratory	4
KIN 3390/3395	Biomechanics & Laboratory	4
KIN 3800	Internship	4
KIN 4800	Internship 2	4
KIN 4900	The Senior Kinesiologist: Senior Capstone	4

Required Related Courses:

Course number	Course title	Credit hours
MAT 2360	Statistics	4

Total credit hours = 60 for B.S. degree

Minor: Coaching
Greensboro College offers a minor in coaching. Please see the section of this *Catalog* entitled Coaching for those minor requirements.

Minor: Exercise Science

The minor in exercise science is a course of study designed to provide students with an understanding of the science of exercise and its effect on the athlete and exerciser alike.

Required Courses:

Course number	Course title	Credit hours
ESS 4360	Exercise Physiology for Special Populations	4
ESS 4410	Exercise Testing, Prescription, & Supervision	4
HLT 3250	Human Nutrition	4
KIN 3350/3355	Exercise Physiology & Laboratory	4
KIN 3390/3395	Biomechanics & Laboratory	4

Total credit hours = 20

Minor: Health
Greensboro College offers a minor in health. Please see the section of this *Catalog* entitled Health Sciences for those minor requirements.

Games and Interactive Media

Department of English, Communication and Media Studies; School of Humanities

Degree: Bachelor of Arts (B.A.)

Majors:

- Games and Interactive Media
- Games and Interactive Media with Concentration in Digital Media
- Games and Interactive Media with Concentration in Game Design

Minor: Games and Interactive Media

Housed in the ECM department, the majors in games and interactive media encourages students to explore the dynamic fields of interactive media, critical game studies, and game design and development.

Students analyze interactive media applications, explore how different media and media technologies engage audiences, design prototypes for digital games, and produce writing for and about games or media projects. Majors and minors draw on multiple fields and disciplines to understand the social, psychological, technological, and industry contexts that shape interactive media. The influence of digital gaming and "serious games" in the workplace is already evident on a global scale, and interactive applications are used across sectors of the economy. This major offers balanced study of the intersections among media studies, communication, and gaming while providing professional and career development.

Because digital media and gaming will continue to change as new technology is developed, successful students in the major are growth-minded, adaptable, and eager to explore new challenges. Students may choose to get involved in campus life through a variety of opportunities, including extracurricular gaming, student publications, professional development through the First Citizens Bank Global Communication Center, sports, student government, or other activities.

Students graduating with this major can pursue several different career paths:

1. Enter a field adjacent to the games industry, such as social media management, sports media, web development, advertising, media production, writing or editing;
2. Gain certification in programming with additional training;
3. Apply to a graduate program in communication, interactive media, digital media, or journalism;
4. Secure a position in online game community management, game journalism, game quality assurance, bug-testing, or as part of a gaming channel.

Career readiness is a prominent goal of the gaming program.

To maximize job prospects, the major develops students' experience and skills broadly:

game design skills and principles; interdisciplinary work; and cross-cutting skills such as effective written and oral communication, teamwork, critical thinking, and problem solving. Career preparation skills are built into the major; majors develop networking and communication skills through additional internships and practicums. All majors are encouraged to take CLD 3100, a career preparation course offered by the Career and Personal Development office; the ECM department permits up to 4 credits in CLD coursework for this major. Through academic advising and personal exploration, students choose their own concentration to achieve their individual learning goals.

This major leads to the Bachelor of Arts (B.A.) degree, which means that advanced math is not part of its curriculum. Computer programming and coding are therefore not a required part of this major. Students with the specific goal of moving into computer programming after graduation may supplement the major by taking additional mathematics courses in computer science or data science. Students who are certain that they want to enter the competitive world of game design programming should be aware that a background in computer science, which is usually a Bachelor of Science (B.S.) degree, will make it easier to land a coding job directly after graduation.

Major: Games and Interactive Media

Required Courses:

Course number	Course title	Credit hours
Choose at least one of these courses:		4
ART 1310	3-D Foundations	
ART 1200	Creative Ideation with Drawing & Design	
ART 1502	Painting I: Representation & Color Theory	
ART 2602	Graphic Design	
ART 3210	Animation, Avatars & Environment	
ART 3602	Graphic Design II	
ART 3610	Game Aesthetics Seminar (2 hours)	
ART 3620	Game Aesthetics Studio (2 hours)	
Choose at least one of these courses:		4
CLD 3100	Experiencing Career & Life Directions (2 hours)	
ECM 2310	Improving Conversation & Communication	
ECM 2410	Student Publications Practicum (1-2 hours; may repeat to total 2 hours)	
ECM 2440	Successful Communication at Work	
ECM 2740	Communications Practicum (1-2 hours; may repeat to total 2 hours)	
ECM 3800	Internship (1-2 hours)	
THE 2010	Public Speaking	
THE 2050	Introduction to Acting	
Choose one of these courses:		4
ECM 2400	Media Writing & Ethics	
ECM 2450	Introduction to Creative Writing	
ECM 2480	Screenwriting	
ECM 2600	Media & Culture	
ECM 2810	New Media Studies	
ECM 2820	Web Authoring & Usability	
ECM 2830	Social Media & Reputation Management	
ECM 2840	Sports & Media	
THE 2110	Playwriting	
Choose one of these courses:		4
ECM 2700	Media Production	
ECM 2720	Podcasting	
ECM 4700	Digital Videography	
ECM 4300	Grammar & Linguistics	4
ECM 4910	Capstone Project	4
Choose at least four of these courses:		16
GAM 1200	Games & Play	
GAM 1310	Introduction to Esports	
GAM 1400	Exploring Game Design	
GAM 2220	Games & Society	
GAM 2230	Controversies in Gaming	
GAM 2250	Game Storytelling & Narrative	
GAM 2270	Game Journalism	
GAM 2280	Game Studio (1-4 hours; may repeat to total 4 hours)	
GAM 2520	Gamers, Players, & Fans	
GAM 2830	Legendary Game Designers	
GAM 2940	Gaming Ecosystems	
GAM 3410	Linear Level Design in Games	
GAM 3550	Interactive Narratives & Games	
GAM 3600	Special Topics in Game Design & Development	

Required Related Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
BUS 1100	Introduction to Business	
BUS 2002	Organizational Behavior & Management	
BUS 2003	Marketing	
BUS 2720	Descriptive Business Analytics	
ECO 2200	Principles of Microeconomics	
DAT 1200	Data Wrangling	
MAT 1080	Introduction to the Mathematics of Computer Graphics	

Choose one of these courses:		4
KIN 1100	Personal Fitness & Wellness	
KIN 2300	Motor Behavior	
KIN 3330	Psychological Aspects of Exercise & Sports	
KIN 3340	Socio-cultural Foundation in Exercise & Sport	
KIN 3360	Let's Build a Sports Organization	
PSY 1100	General Psychology	
PSY 2100	Developmental Psychology	
PSY 2510	Health Psychology	

Total credit hours = 48 for B.A. degree

Major: Games and Interactive Media with Concentration in Digital Media

Required Courses:

Course number	Course title	Credit hours
Choose at least two of these courses:		8
ART 1310	3-D Foundations	
ART 1200	Creative Ideation with Drawing & Design	
ART 1502	Painting I: Representation & Color Theory	
ART 2602	Graphic Design	
ART 3210	Animation, Avatars & Environment	
ART 3602	Graphic Design II	
ART 3610	Game Aesthetics Seminar (2 hours)	
ART 3620	Game Aesthetics Studio (2 hours)	
Choose at least one of these courses:		4
CLD 3100	Experiencing Career & Life Directions (2 hours)	
ECM 2310	Improving Conversation & Communication	
ECM 2410	Student Publications Practicum (1-2 hours; may repeat to total 2 hours)	
ECM 2440	Successful Communication at Work	
ECM 2740	Communications Practicum (1-2 hours; may repeat to total 2 hours)	
ECM 3800	Internship (1-2 hours)	
THE 2010	Public Speaking	
THE 2050	Introduction to Acting	
Choose three of these courses:		12

ECM 2400	Media Writing & Ethics	
ECM 2450	Introduction to Creative Writing	
ECM 2480	Screenwriting	
ECM 2600	Media & Culture	
ECM 2810	New Media Studies	
ECM 2820	Web Authoring & Usability	
ECM 2830	Social Media & Reputation Management	
ECM 2840	Sports & Media	
THE 2110	Playwriting	
Choose one of these courses:		4
ECM 2700	Media Production	
ECM 2720	Podcasting	
ECM 4700	Digital Videography	
ECM 4300	Grammar & Linguistics	4
ECM 4910	Capstone Project	4
Choose at least four of these courses:		16
GAM 1200	Games & Play	
GAM 1310	Introduction to Esports	
GAM 1400	Exploring Game Design	
GAM 2220	Games & Society	
GAM 2230	Controversies in Gaming	
GAM 2250	Game Storytelling & Narrative	
GAM 2270	Game Journalism	
GAM 2280	Game Studio (1-4 hours; may repeat to total 4 hours)	
GAM 2520	Gamers, Players, & Fans	
GAM 2830	Legendary Game Designers	
GAM 2940	Gaming Ecosystems	
GAM 3410	Linear Level Design in Games	
GAM 3550	Interactive Narratives & Games	
GAM 3600	Special Topics in Game Design & Development	

Required Related Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
BUS 1100	Introduction to Business	
BUS 2002	Organizational Behavior & Management	
BUS 2003	Marketing	
BUS 2720	Descriptive Business Analytics	
ECO 2200	Principles of Microeconomics	
DAT 1200	Data Wrangling	
MAT 1080	Introduction to the Mathematics of Computer Graphics	

Choose one of these courses:		4
KIN 1100	Personal Fitness and Wellness	
KIN 2300	Motor Behavior	
KIN 3330	Psychological Aspects of Exercise & Sports	
KIN 3340	Socio-cultural Foundation in Exercise & Sport	
KIN 3360	Let's Build a Sports Organization	
PSY 1100	General Psychology	
PSY 2100	Developmental Psychology	
PSY 2510	Health Psychology	

Total credit hours = 60 for B.A. degree

Major: Games and Interactive Media with Concentration in Game Design

Required Courses:

Course number	Course title	Credit hours
Choose at least two of these courses:		8
ART 1310	3-D Foundations	
ART 1200	Creative Ideation with Drawing & Design	
ART 1502	Painting I: Representation & Color Theory	
ART 2602	Graphic Design	
ART 3210	Animation, Avatars & Environment	
ART 3602	Graphic Design II	
ART 3610	Game Aesthetics Seminar (2 hours)	
ART 3620	Game Aesthetics Studio (2 hours)	
Choose at least one of these courses:		4
CLD 3100	Experiencing Career & Life Directions (2 hours)	
ECM 2310	Improving Conversation & Communication	
ECM 2410	Student Publications Practicum (1-2 hours; may repeat to total 2 hours)	
ECM 2440	Successful Communication at Work	
ECM 2740	Communications Practicum (1-2 hours; may repeat to total 2 hours)	
ECM 3800	Internship (1-2 hours)	
THE 2010	Public Speaking	
THE 2050	Introduction to Acting	
Choose one of these courses:		4

ECM 2400	Media Writing & Ethics	
ECM 2450	Introduction to Creative Writing	
ECM 2480	Screenwriting	
ECM 2600	Media & Culture	
ECM 2810	New Media Studies	
ECM 2820	Web Authoring & Usability	
ECM 2830	Social Media & Reputation Management	
ECM 2840	Sports & Media	
THE 2110	Playwriting	
Choose one of these courses:		4
ECM 2700	Media Production	
ECM 2720	Podcasting	
ECM 4700	Digital Videography	
ECM 4300	Grammar and Linguistics	4
ECM 4910	Capstone Project	4
Choose at least six of these courses:		24
GAM 1200	Games and Play	
GAM 1310	Introduction to Esports	
GAM 1400	Exploring Game Design	
GAM 2220	Games and Society	
GAM 2230	Controversies in Gaming	
GAM 2250	Game Storytelling and Narrative	
GAM 2270	Game Journalism	
GAM 2280	Game Studio (1-4 hours; may repeat to total 4 hours)	
GAM 2520	Gamers, Players, and Fans	
GAM 2830	Legendary Game Designers	
GAM 2940	Gaming Ecosystems	
GAM 3410	Linear Level Design in Games	
GAM 3550	Interactive Narratives and Games	
GAM 3600	Special Topics in Game Design & Development	

Required Related Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
BUS 1100	Introduction to Business	
BUS 2002	Organizational Behavior & Management	
BUS 2003	Marketing	
BUS 2720	Descriptive Business Analytics	
ECO 2200	Principles of Microeconomics	
DAT 1200	Data Wrangling	
MAT 1080	Introduction to the Mathematics of Computer Graphics	

Choose one of these courses:		4
KIN 1100	Personal Fitness & Wellness	
KIN 2300	Motor Behavior	
KIN 3330	Psychological Aspects of Exercise & Sports	
KIN 3340	Socio-cultural Foundation in Exercise & Sport	
KIN 3360	Let's Build a Sports Organization	
PSY 1100	General Psychology	
PSY 2100	Developmental Psychology	
PSY 2510	Health Psychology	

Total credit hours = 60 for B.A. degree

Minor: Games and Interactive Media

Required Courses:

Course number	Course title	Credit hours
Choose three of these courses:		12
GAM 1200	Games & Play	
GAM 1400	Exploring Game Design	
GAM 2220	Games & Society	
GAM 2230	Controversies in Gaming	
GAM 2250	Game Storytelling & Narrative	
GAM 2270	Game Journalism	
GAM 2280	Game Studio (1-4 hours; may repeat to total 4 hours)	
GAM 2000+ courses	Electives	8

Total credit hours = 20

Up to four (4) credit hours of ECM 3800, the academic internship, may be applied to the gaming minor provided that the focus of the internship is on games, game journalism, gaming and media, or interactive media. Students are encouraged to speak with the department chair before selecting courses to fulfill the minor.

Health and Physical Education

Department of Kinesiology; School of Sciences and Mathematics

Degree: Bachelor of Science (B.S.)

Major: Health and Physical Education

Minor: Health

See section entitled Education for requirements of all students seeking teacher licensure in any academic area.

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 educator preparation 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 Educator Preparation 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 credit hours.

Major: Health and Physical Education

Required Courses:

Course number	Course title	Credit hours
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3770*	Disciplinary Literacy	3
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2
EDU 4940*	Student Teaching	10
HLT 2260	Health Topics I	4
HLT 2270	Health Topics II	4
HLT 3250	Human Nutrition	4
HLT 3720	Methods of Teaching Health & Safety (K-12)	4
HLT 3721	Field Component for HLT 3720	1
KIN 2300	Motor Behavior	4
KIN 2350	Foundations of Sport & Physical Education	4
KIN 2500/2505	Anatomy & Physiology for Exercise & Sport Studies & Laboratory	4
KIN 3350/3355	Exercise Physiology & Laboratory	4
KIN 3390/3395	Biomechanics & Laboratory	4
PHE 2001	Recreational Dance & Developmental Gymnastics	1
PHE 2002	Individual, Dual, & Recreational Sports	1
PHE 2003	Team Sports	1

PHE 2005	Teaching & Assessing Physical Activity & Fitness	1
PHE 3710*	Pedagogy of Physical Education (P-6)	4
PHE 3711*	Field Component for PHE 3710	1
PHE 3730*	Pedagogy of Physical Education (6-12)	4
PHE 3731*	Field Component for PHE 3731	1
PSY 3200	Educational Psychology	4
SPE 2900	Diverse Populations	3

Total credit hours = 83 for B.S. degree

* Requires admission to the Educator Preparation Program

ESS 3360: So You Want to be a Coach: Coaching and Officiating Theories and Organization is highly recommended as an elective.

Minor: Health
Greensboro College offers a minor in health. Please see the section of this *Catalog* entitled Health Sciences for those minor requirements.

Health Sciences

Department of Kinesiology; School of Sciences and Mathematics

Degree: Bachelor of Science (B.S.)

Major: Health Sciences

Minor: Health

The Health Sciences major, 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 educational setting. The Health Sciences major is based on graduate school admissions requirements. 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).

A minor in Biology, Chemistry, Psychology, Exercise Science, or Health may enhance students' opportunities to be admitted to graduate schools. 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 and II, Biology I and II, Anatomy and Physiology I and II, Chemistry I and 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.

Major: Health Sciences

Required Courses:

Course number	Course title	Credit hours
BIO 2300	Human Anatomy & Physiology I & Laboratory	4
BIO 2400	Human Anatomy & Physiology II & Laboratory	4
ESS 4360	Exercise Physiology for Special Populations	4
ESS 4410	Exercising Testing, Prescription, & Supervision	4
HLT 2100	Medical Terminology	2
HLT 3250	Human Nutrition	4
HLT 3800	Internship	4
HLT 4000	Research Methods in Physical Activity	4
KIN 3350/3355	Exercise Physiology & Laboratory	4
KIN 3390/3395	Biomechanics & Laboratory	4
MAT 2360	Statistics	4
PHY 1100	General Physics I & Laboratory	4

Required Related Courses:

Course number	Course title	Credit hours
BIO 1100	General Biology I & Laboratory	4
BIO 1110	General Biology II & Laboratory	4
CHM 1100	General Chemistry I & Laboratory	4
CHM 1200	General Chemistry II & Laboratory	4
Choose one of these courses: KIN 3340 PSY 2000+ course	Socio-cultural Foundation in Exercise & Sport Elective	4
MAT 1050	Functions & Their Applications	4
PSY 1100	General Psychology	4

Total credit hours = 74 for B.S. degree

Note: Students who complete a health science major will earn a minor in exercise science.

KIN 1100: Personal Fitness and Wellness is not counted in the hours for the Health Sciences major but is a prerequisite for several courses in the major.

Recommended Elective Courses:

Course number	Course title	Credit hours
ESS 4400	Strength and Conditioning *(recommended for PT and AT, Wellness and Performance programs)*	4
HLT 4640	Assessment and Treatment of Medical Conditions *(recommended for AT, PT)*	4
PHY 1200	General Physics II and Laboratory *(recommended for PT and AT)*	4
PSY 2100	Developmental Psychology *(recommended for OT)*	4
PSY 3700	Abnormal Psychology *(recommended for OT)*	4
THE 2010	Public Speaking *(strongly recommended for all graduate programs)*	4

Minor: Health

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.

Required Courses:

Course number	Course title	Credit hours
HLT 2260	Health Topics I	4
HLT 2270	Health Topics II	4
HLT 3250	Human Nutrition	4
KIN 1100	Personal Fitness & Wellness	4
KIN 3330	Psychological Aspects of Exercise & Sport	4

Total credit hours = 20

History

Department of History; School of Humanities

Degree: Bachelor of Arts (B.A.)

Majors:

- History
- History and Political Science
- History and Religion
- History with Social Studies Teacher Licensure

Minors:

- African American Studies
- History
- International Studies

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.

Major: History

Required Courses:

Course number	Course title	Credit hours
One of the following courses:		2
CLD 3100 HIS 3800	Experiencing Career & Life Directions Internship	
Choose three of these courses (one must be HIS 1150 or HIS 1160):		12
HIS 1150 HIS 1160 HIS 1210 HIS 1220 HIS 1230 HIS 1240	Western Civilization I Western Civilization II Colonial & Revolutionary America Nineteenth Century America Modern America Contemporary America	
HIS 4900	The Historian's Craft	4
HIS 2000+ courses	Electives (Note: HON 2110 may substitute for a 2000-level HIS course.)	8
HIS 3000+ courses	Electives (Note: HIS 3800 may count toward these elective credits.)	16

Total credit hours = 42 for B.A. degree

Major: History and Political Science

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.

Major: History and Religion
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.

Major: History with Social Studies Licensure

See section entitled Education for requirements of all students seeking teacher licensure in any academic area.

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 educator preparation 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 Educator Preparation 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 credit hours.

Required Courses:

Course number	Course title	Credit hours
ECO 2200	Principles of Microeconomics	4
ECO 2300	Principles of Macroeconomics	4
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3300*	Positive Support Behavior	3
EDU 3770*	Disciplinary Literacy	3
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2
EDU 4940*	Student Teaching	10
Choose three of these courses (one must be HIS 1150 or HIS 1160):		12
HIS 1150 HIS 1160 HIS 1210 HIS 1220 HIS 1230 HIS 1240	Western Civilization I Western Civilization II Colonial & Revolutionary America Nineteenth Century America Modern America Contemporary America	
HIS 3001*	Intermediate History Field Component	1
HIS 3700*	Pedagogy of Social Studies 9-12	3
HIS 3701*	Field Component for HIS 3700	1
POL 1100	Introduction to American Government	4
Choose one of these courses:		4
POL 3360 POL 3410 POL 3420 POL 4510	Nations & Nationalism International Law & Organization Politics of Developing Nations Special Topics in International Relations or Comparative Government	
PSY 1100	General Psychology	4
PSY 3200	Educational Psychology	4
Choose one of these courses:		4
SOC 2010 SOC 2207	Migration & Society Cultural Anthropology	
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for SPE 2900	1
HIS 2000+ course	Elective (Note: HON 2110 may substitute for a 2000-level HIS course.)	4
HIS 3000+ courses	Electives	8
POL 2000+ course	Elective	4
PSY 2000+ course	Elective	4

Total credit hours = 97 for B.A. degree

* Requires admission to Educator Preparation Program

Minor: African American Studies
Greensboro College offers a minor in African American studies. Please see the section of this *Catalog* entitled African American Studies for those minor requirements.

Minor: History

Students must earn a C- or better in each and all of their minor courses.

Required Courses:

Course number	Course title	Credit hours
HIS courses	Electives	8
HIS 2000+ courses	Electives	8

HIS 3000+ course	Elective	4

Total credit hours = 20

History and Political Science
Department of History; School of Humanities

Degree: Bachelor of Arts (B.A.)

Major: History and Political Science

A combined concentration in history and political science is not available within the Liberal Studies major.

Major: History and Political Science

Required Courses:

Course number	Course title	Credit hours
Choose one of these courses:		2-8
CLD 3100 HIS/POL 3800	Experiencing Career & Life Directions Internship	
Choose one of these courses:		4
HIS 1230 HIS 1240	Modern America Contemporary America	
Choose one of these courses:		4
HIS/POL 2115 HIS/POL 3310	Western Political Thought I Western Political Thought II	
HIS 4900	The Historian's Craft	4
POL 1100	Introduction to American Government	4
POL 2110	International Relations	4
POL 4200	Constitutional Law	4
POL 4900	Senior Seminar	4
HIS 2000+ course	Elective (Note: HON 2110 may substitute for a 2000-level HIS course.)	4
POL 3000+ course	Elective	4

Total requirements = 38 for B.A. degree

HIS 1160, while a prerequisite for some required major courses, cannot be counted toward the major in history and political science.

History and Religion
Department of History; School of Humanities

Degree: Bachelor of Arts (B.A.)

Major: History and Religion

History and Religion majors must earn a C- or better in all of their major courses.

A combined concentration in history and religion is not available within the liberal studies major.

Major: History and Religion

Required Courses:

Course number	Course title	Credit hours
Choose one of these courses:		2-8
CLD 3100 HIS/REP 3800	Experiencing Career & Life Directions Internship	
Choose one of these courses:		4
HIS 1150 HIS 1160 HIS 1210 HIS 1220 HIS 1230 HIS 1240 HIS 2100 HIS 2130 HIS 2139 HON 2110	Western Civilization I Western Civilization II Colonial & Revolutionary America Nineteenth Century America Modern America Contemporary America History of Education African American History American Women's History History and Philosophy of Modern Thought	
HIS 3130	Great Awakenings	4
HIS 3370	History of Knowledge & Philosophy	4
HIS 4900	The Historian's Craft	4
Choose one of these courses:		4
REP 1000 REP 1010 REP 1100 REP 1200 REP 1300 REP 1500	The Story of the Old Testament The Story of the New Testament Christian Theology: Reflections on God The Stories of Christianity Introduction to Philosophy World Religions	
Choose one of these courses:		4

REP 1600 REP 1610 REP 1625 REP 1635 REP 1655	Introduction to Ethics Christian Ethics Bioethics & Environmental Ethics Ethics at Work Ethics & the Arts	
Choose one of these courses:		4
REP 2200 REP 2210	American Christianities The Reformation	
REP 4900	Capstone	4
HIS 2000+ course	Elective	4
REP 3000+ courses	Electives	8

Total credit hours = 46 for B.A. degree

Neither a history minor nor a religion minor is an option for this major, though any other minor in the curriculum may be pursued. History and Religion majors can earn a total of eight hours of internship credit in their major; the eight internship hours must be divided equally across fields, four in HIS and four in REP.

Human Development and Family Science

Interdisciplinary; School of Social Sciences and Education

Degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.)

Major: Human Development and Family Science

The human development and family science multidisciplinary major includes a core of eight 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, Psychology, or Sociology. Graduates from this program will obtain professional positions working with children and families.

The major in human development and family science 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. General education courses are offered as part of the online programs as well so that a student may complete 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.

Major: Human Development and Family Science

Required Courses:

Course number	Course title	Credit hours
BKE 3100	Professional Partnering with Diverse Families	4
BKE 3200	Language & Culture	4
Elective Group 1 - Choose one of these courses:		4
BKE 3300 BKE 3710 BKE 3720 BKE 3730 & BKE 3731 ELE 3755 SPE 2900 & SPE 2901	Emergent Literacy for Dual Language Learners Behavior Guidance in Early Childhood Settings Emerging Literacy Development Supporting Early Human Development & Field Component Arts & Literature for Children Diverse Populations & Field Component	
Choose one of these courses:		4
CFS 3800 PSY 3800 SOC 3800	Internship Internship Internship	
Elective Group 2 - Choose one of these courses:		4
LGA 3250 SOC 2010 SOC 2207 SOC 3000 SOC 3509 SOC 3359 SOC 3360 SOC 3600	Family Law Migration & Society Cultural Anthropology Social Theory Race, Class, & Gender Family Violence Juvenile Delinquency Human Services	
PSY 2100	Developmental Psychology	4
Elective Group 3 - Choose one of these courses:		4
PSY 2250 PSY 2510 PSY 2609 PSY 3200 PSY 3260 PSY 3300 PSY 3350 PSY 3450 PSY 4100 PSY 4300	Death & Dying Health Psychology Human Sexuality Educational Psychology Counseling Theories Sensation & Perception Physiological Psychology Drugs & Behavior Learning & Memory Social Psychology	
PSY 3700	Abnormal Psychology	4
Choose one of these courses:		4

PSY 4900 SOC 4900	Senior Seminar Capstone: The Sociologist as an Agent of Change	
Choose one of these courses:		4
SOC 3309 SOC 3600	Families in Society Human Services	
SSC 3600	Research Methods in Social Science	4
Two additional courses from Group 1, Group 2, or Group 3	Electives (Note: Students will take five total elective courses as listed above. Two elective courses must be numbered 3000+)	8

Required Related Courses:

Course number	Course title	Credit hours
ART, ECM, DAN, GER, GRK, HEB, HIS, MUS, SPA, or THE 2000+ courses	Requirements for B.A. degree only	8
BIO, CHM, or MAT 2000+ courses	Requirements for B.S. degree only	8

Total credit hours = 60 for B.A. or B.S. degree

Humanities

Interdisciplinary; George Center for Honors Studies

Minor: Humanities

Students who successfully complete the George Center for Honors Studies course requirements also earn a minor in humanities. This minor is only for students in the George Center for Honors Studies program. Please see the section of this *Catalog* titled George Center for Honors Studies for program details.

Minor: Humanities

Required Courses:

Course number	Course title	Credit hours
HON 1110	Great Texts I	4
HON 1120	Great Texts II	4
HON 2110	History & Philosophy of Modern Thought	4

HON 2120	Critical Issues in Contemporary Society	4
HON 3010	Honors Research I	3
HON 3020	Honors Research II	1
HON 4810	Senior Honors Thesis I	3
HON 4820	Senior Honors Thesis II	1

Total credit hours = 24

International Studies

Department of History; School of Humanities

Minor: International Studies

Students interested in this minor will gain an understanding and awareness of history, politics, culture, business, and society through an international lens. Students can shape this minor to fit their interests.

Minor: International Studies

Required Courses:

Course number	Course title	Credit hours
Choose two of these courses (ideally prefixes different from required courses):		8
ART 2903	Global Traditional Arts	
BKE 3200	Language and Culture	
BUS 4210	International Business	
BUS 4310	International Marketing	
ECO 3400	International Trade & Commercial Policy	
HIS 1160	Western Civilization II	
HIS 3310	Western Political Thought II	
HIS 3360	Nations and Nationalism	
HIS 3370	History of Knowledge and Philosophy	
INT 3200	International Explorer Seminar (2 hours)	
POL 2120	Comparative Government	
POL 4510	Special Topics in International Relations or Comparative Government	
REP 2620	Comparative Religious Ethics	
REP 3100	Theology and Culture in Context	
REP 3500	Special Topics (if approved)	
SOC 2010	Migration and Society	
SOC 3309	Families in Society	
SPA 2200	Intermediate Spanish	
SPA 3608	Spanish Civilization and Literature	
SPA 3610	Spanish-American Civilization and Literature	

HIS 2115	Western Political Thought	4
POL 2110	International Relations	4
REP 1500	World Religions	4

Total credit hours = 20

Legal Administration

Department of Political Science and Legal Administration; School of Social Sciences and Education

Minor: Legal Administration

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, 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.

The Department of Political Science and Legal Administration does not offer a concentration within the liberal studies major.

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: Legal Administration

Required Courses:

Course number	Course title	Credit hours
LGA 2100	Legal Research	4
LGA courses	Electives	16

Total credit hours = 20

Liberal Studies

Interdisciplinary

Degrees: Bachelor of Arts (B.A.)

Major: Liberal Studies

Liberal studies is an interdisciplinary discipline that emphasizes the liberal arts tradition and allows students to pursue a concentration while exploring other academic interests.

Students majoring in liberal studies must choose a concentration in one area of the College that offers a major, excluding these disciplines: history, combined history and political science, combined history and religion, political science, and psychology. 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 prerequisites and other requirements as set forth by the major discipline in order to complete their concentration. The concentration will include a 4-hour culminating experience that includes experiential learning. Any additional hours completed in the concentration discipline beyond 24 hours will not count toward the major, but will count as general electives.

Students majoring in liberal studies may not double-major.

Major: Liberal Studies

Required Courses:

Course number	Course title	Credit hours
Concentration courses	Electives in the concentration	8
3000+ concentration courses	Electives in the concentration	8
3000+ courses outside concentration	Electives (Note: No more than 8 of these hours can be in the same discipline.)	16

Requirements for the 4-credit hour culminating experience in the concentration are listed below.

Concentration in Business:

Course number	Course title	Credit hours
BUS 3910	Careers in Business I	1

BUS 3920	Careers in Business II	1
BUS 4910	Careers in Business III	1
BUS 4920	Careers in Business IV	1

Concentration in Education:

Course number	Course title	Credit hours
EDU 4000	21st Century Schools II	3
Field Component course	Elective	1

All Other Concentrations:

Course number	Course title	Credit hours
Choose one of these options:		4
1) CLD 3100 & ____ 3800 (or other approved experiential learning) in concentration discipline	Experiencing Career and Life Directions (2 hours) & Internship (2 hours)	
2) ____ 3800 (or other approved experiential learning) in concentration discipline	Internship	

Required Related Courses for all Concentrations:

Course number	Course title	Credit hours
ART, ECM, DAN, GRK, HEB, HIS, MUS, SPA, or THE 2000+ courses	Requirements for B.A. degree	8

Total credit hours = 44 for B.A. degree

Mathematics

Department of Mathematics; School of Sciences and Mathematics

Degree: Bachelor of Science (B.S.)

Majors:

- Data Science
- Mathematics
- Mathematics with Concentration in Coding for Musicians and Mathematicians
- Mathematics Education

Minors:

- Data Science
- 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.

Major: Data Science

Greensboro College offers a major in data science. Please see the section of this *Catalog* entitled Data Science for those major requirements.

Major: Mathematics

Required Courses:

Course number	Course title	Credit hours
MAT 2060	Calculus I	4
MAT 2070	Calculus II	4
MAT 2080	Calculus III	4
MAT 2140	Mathematical Logic, Structures, & Proofs	4
MAT 2160	Linear Algebra	4
MAT 2360	Statistics	4
Choose one of these courses:		4
MAT 3020 MAT 3500	Geometry Intermediate Special Topics in Mathematics	
MAT 3050	Differential Equations	4
MAT 3410	Abstract Algebra	4
MAT 3990	Seminar I	2
Choose one of these courses:		4
MAT 4110 MAT 4500	Real Analysis Advanced Special Topics in Mathematics	
MAT 4900	Seminar II	2

Required Related Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
CSC 1100 DAT 1200	Programming I Data Wrangling	

Total credit hours = 48 for B.S. degree

NOTE: MAT 1000, 1010, 1030, 1049, 1050, 1060, 1080. 2000, 2020, 3700, and CSC 1010 cannot be counted toward the major or minor in mathematics.

Major: Mathematics with Concentration in Coding for Musicians and Mathematicians

The concentration in coding for musicians and mathematicians supplements the required mathematics courses for the major with music courses. The music courses are related to concepts of functional harmony and how symbolic coding relates to digital music composition.

Required Courses:

Course number	Course title	Credit hours
DAT 1200	Data Wrangling	4
MAT 2060	Calculus I	4
MAT 2070	Calculus II	4
MAT 2080	Calculus III	4
MAT 2140	Mathematical Logic, Structures, & Proofs	4
MAT 2160	Linear Algebra	4
MAT 2360	Statistics	4
MAT 2500	Special Topics in Mathematics *	4
Choose one of these courses:		4
MAT 3020 MAT 3500	Geometry Intermediate Special Topics in Mathematics	
MAT 3050	Differential Equations	4
MAT 3410	Abstract Algebra	4
MAT 3990	Seminar I	2
Choose one of these courses:		4
MAT 4110 MAT 4500	Real Analysis Advanced Special Topics in Mathematics	
MAT 4900	Seminar II	2
MUS 1010	Music Theory I	2
MUS 1020	Music Theory II	2

MUS 1230	MIDI (Musical Instrument Digital Interface)	2
MUS 2230	Studio Keyboard and Production I	2

Total credit hours = 60 for B.S. degree

* The topic for MAT 2500 will be chosen in consultation with the mathematics faculty.

Major: Mathematics Education

See section entitled Education for requirements of all students seeking teacher licensure in any academic area.

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 educator preparation 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 Educator Preparation 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 credit hours.

Required Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
CSC 1100 DAT 1200	Programming I Data Wrangling	
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3300*	Positive Support Behavior	3
EDU 3770*	Disciplinary Literacy	3
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2
EDU 4940*	Student Teaching	10
MAT 2060	Calculus I	4
MAT 2070	Calculus II	4
MAT 2140	Mathematical Logic, Structures, & Proofs	4
MAT 2160	Linear Algebra	4

MAT 2360	Statistics	4
MAT 3020	Geometry	4
MAT 3021*	Field Component for MAT 3020	1
MAT 3410	Abstract Algebra	4
MAT 3700*	Pedagogy of Mathematics (9-12)	4
MAT 3701*	Field Component for MAT 3700	1
PSY 3200	Educational Psychology	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for SPE 2900	1

Total credit hours = 74 for B.S. degree

* Requires admission to the Educator Preparation Program

Minor: Data Science
Greensboro College offers a minor in data science. Please see the section of this *Catalog* entitled Data Science for those minor requirements.

Minor: Mathematics

Required Courses:

Course number	Course title	Credit hours
MAT 2060	Calculus I	4
MAT 2070	Calculus II	4
MAT 2160	Linear Algebra	4
MAT 2360	Statistics	4
MAT 3050	Differential Equations	4

Total credit hours = 20

Middle Grades Education

Department of Education; School of Social Sciences and Education

Degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.)

Majors:

- Middle Grades Education with Concentration in Language Arts (B.A.)
- Middle Grades Education with Concentration in Mathematics (B.S.)
- Middle Grades Education with Concentration in Science (B.S.)
- Middle Grades Education with Concentration in Social Studies (B.A.)

See section entitled Education for requirements of all students seeking teacher licensure in any academic area.

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 educator preparation 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 Educator Preparation 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 credit hours.

Major: Middle Grades Education with Concentration in Language Arts

Required Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
ECM 2110	Global Texts	
ECM 2129	World Drama	
ECM 2140	Gods & Monsters: Mythology	
Choose one of these courses:		4
ECM 2170	Special Topics in Film	
ECM 2810	New Media Studies	
ECM 3050	World Cinema	
Choose one of these courses:		4
ECM 2400	Media Writing and Ethics	
ECM 2410	Student Publications Practicum (1-2 hours; must repeat to total 4 hours)	
ECM 2440	Successful Communication at Work	
ECM 2450	Creative Writing	
ECM 2810	New Media Studies	
ECM 2510	Critical Methods	4
Choose one of these courses:		4
ECM 3010	British Literature I	
ECM 3020	British Literature II	
ECM 3030	Early American Literature	
ECM 3040	Modern American Literature	
ECM 4300	Grammar and Linguistics	4
ECM 4301	Field Component for ECM 4300	1
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1

EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3300*	Positive Support Behavior	3
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2
EDU 4940*	Student Teaching	10
MGE 3740*	Pedagogy of Language & Literacy in the Middle Schools	4
MGE 3741*	Field Component for MGE 3740	1
MGE 4970*	History & Organization of Middle Grades Education	2
PSY 3200	Educational Psychology	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for SPE 2900	1

Total credit hours = 65 for B.A. degree

*Requires admission to the Educator Preparation Program

Major: Middle Grades Education with Concentration in Mathematics

Required Courses:

Course number	Course title	Credit hours
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3300*	Positive Support Behavior	3
EDU 3770*	Disciplinary Literacy	3
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2
EDU 4940*	Student Teaching	10
MAT 2060	Calculus I	4
MAT 2140	Mathematical Logic, Structures, & Proofs	4
MAT 2160	Linear Algebra	4
MAT 2360	Statistics	4
MAT 3020	Geometry	4
MAT 3021	Field Component for MAT 3020	1
MGE 3730*	Pedagogy of Mathematics in Middle Schools	3
MGE 3731*	Field Component for MGE 3730	1

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 SPE 2900	1
MAT course	Elective	4

Total credit hours = 67 for B.S. degree

* Requires admission to the Educator Preparation Program

Major: Middle Grades Education with Concentration in Science

Required Courses:

Course number	Course title	Credit hours
BIO 1100	General Biology I & Laboratory	4
BIO 1110	General Biology II & Laboratory	4
BIO 3450	Environmental Science & Laboratory	4
Choose one of these courses: BIO 3450 PHY 1100	 Environmental Science & Laboratory General Physics I & Laboratory	4
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3300*	Positive Support Behavior	3
EDU 3770*	Disciplinary Literacy	3
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2
EDU 4940*	Student Teaching	10
MGE 3710	Pedagogy of Science in Middle Schools	3
MGE 3711*	Field Component for MGE 3710	1
MGE 4970*	History & Organization of Middle Grades Education	2
PSY 3200	Educational Psychology	4
SCI 1100	Earth/Space Sciences	4
SCI 3001*	Intermediate Science Field Component	1
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for SPE 2900	1

Required Related Courses:

Course number	Course title	Credit hours
BIO, CHM, or MAT 2000+ courses	Requirements for B.S. degree	4

Total credit hours = 67 for B.S. degree

* Requires admission to the Educator Preparation Program

Major: Middle Grades Education with Concentration in Social Studies

Required Courses:

Course number	Course title	Credit hours
ECO 2200	Foundations of Microeconomics	4
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3300*	Positive Support Behavior	3
EDU 3770*	Disciplinary Literacy	3
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2
EDU 4940*	Student Teaching	10
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
MGE 3720*	Pedagogy of Social Studies in Middle Schools	3
MGE 3721*	Field Component for MGE 3720	1
MGE 4970*	History & Organization of Middle Grades Education	2
POL 1100	Introduction to American Government	4
Choose one of these courses:		4
POL 2110	International Relations	
POL 2120	Comparative Government	
POL 3360	Nations & Nationalism	
POL 3410	International Law and Organizations	
POL 3420	Politics of Developing Nations	
POL 4510	Special Topics in International Relations or Comparative Government	

PSY 3200	Educational Psychology	4
SOC 2010	Migration & Society	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for SPE 2900	1

* Requires admission to the Educator Preparation Program

Required Related Courses:

Course number	Course title	Credit hours
ART, ECM, DAN, GRK, HEB, HIS, MUS, SPA, or THE 2000+ courses	Requirements for B.A. degree	4

Total credit hours = 75 hours for B.A. degree

Music

Department of Music; School of the Arts

Degrees: Bachelor of Arts (B.A.), Bachelor of Music Education (B.M.E.)

Majors:

- Music (B.A.)
- Music with Concentration in Coding for Musicians and Mathematicians (B.A.)
- Music with Concentration in Popular Music (B.A.)
- Music Education (B.M.E.)

Minor: Music

Greensboro College 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. 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:

- 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.
- PREPARATION FOR THE DISCIPLINE - courses, lessons, experience - through a preview of materials submitted by each candidate.
- AUDITION: (All must be prepared to sight read, sight sing, and take a short ear training test):
    - INSTRUMENTAL MUSIC - Perform two selections of contrasting styles which demonstrate the candidate's skills
    - VOCAL MUSIC - Perform two selections, one classical and one genre of their choice
- INTERVIEW - conversation with faculty to determine the candidate's interests, intent, career goals, understanding of major - its requirements, rehearsals, performances

Major: Music

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.

Music majors (B.A./B.S.) pursuing 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 who are not pursuing performance are not required to present recitals. A recital jury must be scheduled at least one month prior to the date of the recital.

Repertoire classes are scheduled in conjunction with performance studies and attendance is required of all music majors.

Recitals and concerts of the Music Department are scheduled in conjunction with performance studies and attendance reported by the students is required.

Required Courses:

Course number	Course title	Credit hours
MUS 1010	Music Theory I	2
MUS 1020	Music Theory II	2
MUS 1030	Sight Singing & Dictation I	1
MUS 1040	Sight Singing & Dictation II	1
MUS 1150	Piano Proficiency I	1
MUS 1160	Piano Proficiency II	1
MUS 1200	Music Repertory Class	0
MUS 1201	Music Repertory Class	0
MUS courses 1600-1699	Music Ensembles	8
MUS 2010	Music Theory III	2
MUS 2020	Music Theory IV	2
MUS 2030	Sight Singing & Dictation III	1
MUS 2040	Sight Singing & Dictation IV	1
MUS 2150	Piano Proficiency III	1
MUS 2160	Piano Proficiency IV	1
MUS 2200	Music Repertory Class	0
MUS 2201	Music Repertory Class	0
MUS 3110	Music History I	3
MUS 3120	Music History II	3
MUS 3125	Music History III	3
MUS 3200	Music Repertory Class	0
MUS 3201	Music Repertory Class	0
MUS 3800	Internship	1
MUS 4200	Music Repertory Class	0
MUS 4201	Music Repertory Class	0
Levels 1-8 in applied private lessons	Principal Instrument or Voice	16

Additional Required Courses for Performance:

Course number	Course title	Credit hours
MUS 3000	Junior Recital	1
MUS 4000	Senior Recital	1

Additional Required Courses for Vocal Performance:

Course number	Course title	Credit hours
MUS 1210	English & Italian Diction	2
MUS 1220	French & German Diction	2

Total credit hours = 56 for B.A. degree

Students must successfully complete sufficient elective courses to reach the minimum number of hours required for the degree (124). Electives may be from any department, including music.

Recommended Music Elective Courses:

Course number	Course title	Credit hours
MUS 2080	Jazz Appreciation	4
MUS 3010	Counterpoint	3
MUS 3040	Orchestration & Instrumental Arranging	2
MUS 3230	History of the Art Song	2
MUS 3730	Basic Conducting	3
MUS 4030	Advanced Conducting	3
MUS 4350	Voice Pedagogy	2

Major: Music with Concentration in Coding for Musicians and Mathematicians

The concentration in coding for musicians and mathematicians supplements the required music courses for the major with mathematics and data courses. The mathematics and data courses are related to coding and technological skills and how they apply to digital music composition. The courses required for the concentration are listed below.

Required Courses:

Course number	Course title	Credit hours
DAT 1200	Data Wrangling	4
MAT 1050	Functions & Their Applications	4
MAT 2500	Special Topics in Mathematics	4
MUS 1010	Music Theory I	2
MUS 1020	Music Theory II	2
MUS 1030	Sight Singing & Dictation I	1
MUS 1040	Sight Singing & Dictation II	1
MUS 1150	Piano Proficiency I	1
MUS 1160	Piano Proficiency II	1
MUS 1200	Music Repertory Class	0
MUS 1201	Music Repertory Class	0
MUS courses 1600-1699	Music Ensembles	8
MUS 2010	Music Theory III	2

MUS 2020	Music Theory IV	2
MUS 2030	Sight Singing & Dictation III	1
MUS 2040	Sight Singing & Dictation IV	1
MUS 2150	Piano Proficiency III	1
MUS 2160	Piano Proficiency IV	1
MUS 2200	Music Repertory Class	0
MUS 2201	Music Repertory Class	0
MUS 3110	Music History I	3
MUS 3120	Music History II	3
MUS 3150	Music History III	3
MUS 3200	Music Repertory Class	0
MUS 3201	Music Repertory Class	0
MUS 3800	Internship	1
MUS 4200	Music Repertory Class	0
MUS 4201	Music Repertory Class	0
Levels 1-8 in applied private lessons	Principal Instrument or Voice	16

Additional Required Courses for Performance:

Course number	Course title	Credit hours
MUS 3000	Junior Recital	1
MUS 4000	Senior Recital	1

Additional Required Courses for Vocal Performance:

Course number	Course title	Credit hours
MUS 1210	English & Italian Diction	2
MUS 1220	French & German Diction	2

Total credit hours = 68 for B.A. degree

Note: The topic for MAT 2500 will be chosen in consultation with the mathematics faculty.

Major: Music with Concentration in Popular Music

The concentration in popular music is designed for young musicians who have not had formal training in music but perform popular music including Rock, Hip-Hop, Rap, Country, Gospel, Folk, Reggae, and others. The mathematics and data courses are related to coding and technological skills and how they apply to digital music composition. The courses specific to this concentration will allow students greater depth of study and greater knowledge and skill development in their chosen genre.

Required Courses:

Course number	Course title	Credit hours
MUS 1010	Music Theory I	2
MUS 1020	Music Theory II	2
MUS 1030	Sight Singing & Dictation I	1
MUS 1040	Sight Singing & Dictation II	1
MUS 1150	Piano Proficiency I	1
MUS 1160	Piano Proficiency II	1
MUS 1200	Music Repertory Class	0
MUS 1201	Music Repertory Class	0
MUS 1230	MIDI	2
MUS 1240	MIDI II	2
MUS courses 1600-1699	Music Ensembles	8
MUS 2010	Music Theory III	2
MUS 2020	Music Theory IV	2
MUS 2030	Sight Singing & Dictation III	1
MUS 2040	Sight Singing & Dictation IV	1
MUS 2150	Piano Proficiency III	1
MUS 2160	Piano Proficiency IV	1
MUS 2200	Music Repertory Class	0
MUS 2201	Music Repertory Class	0
MUS 3000	Junior Recital	1
MUS 3120	Music History II	3
MUS 3125	Music History III	3
MUS 3200	Music Repertory Class	0
MUS 3201	Music Repertory Class	0
MUS 3500	Special Topics in Music	3
MUS 3800	Internship	1
MUS 4000	Senior Recital	1
MUS 4200	Music Repertory Class	0
MUS 4201	Music Repertory Class	0
Levels 1-8 in applied private lessons	Principal Instrument or Voice	16

Total credit hours = 56 for B.A. degree

ECM 2350, Verse and Voice: Discovering the Poet in You or ECM 2450, Introduction to Creative Writing is highly recommended as an elective for students interested in songwriting.

Major: Music Education

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. 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.

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 educator preparation 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 Educator Preparation 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 credit hours.

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.

Required Courses:

Course number	Course title	Credit hours
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3770*	Disciplinary Literacy	3
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2

EDU 4940*	Student Teaching	10
MUS 1010	Music Theory I	2
MUS 1020	Music Theory II	2
MUS 1030	Sight Singing & Dictation I	1
MUS 1040	Sight Singing & Dictation II	1
MUS 1150	Piano Proficiency I	1
MUS 1160	Piano Proficiency II	1
MUS 1200	Music Repertory Class	0
MUS 1201	Music Repertory Class	0
MUS 2010	Music Theory III	2
MUS 2020	Music Theory IV	2
MUS 2030	Sight Singing & Dictation III	1
MUS 2040	Sight Singing & Dictation IV	1
MUS 2150	Piano Proficiency III	1
MUS 2160	Piano Proficiency IV	1
MUS 2200	Music Repertory Class	0
MUS 2201	Music Repertory Class	0
MUS 2360	Voice Methods	1
MUS 2370	String Methods	1
MUS 2380	Woodwind Methods	1
MUS 2390	Brass Methods	1
MUS 2400	Percussion Methods	1
MUS 3000	Junior Recital	1
MUS 3040	Orchestration & Instrumental Arranging	3
MUS 3110	Music History I	3
MUS 3120	Music History II	3
MUS 3125	Music History III	3
MUS 3200	Music Repertory Class	0
MUS 3201	Music Repertory Class	0
MUS 3730	Basic Conducting	3
MUS 3731	Field Component for MUS 3730	1
MUS 3760*	Elementary Music Pedagogy	3
MUS 3761*	Field Component for MUS 3760	1
MUS 3780*	Middle & Secondary Music Pedagogy	3
MUS 3781*	Field Component for MUS 3780	1
MUS 4200	Music Repertory Class	0

Levels 1-8 in applied private lessons	Principal Instrument	16
PSY 3200	Educational Psychology	4
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for SPE 2900	1

Additional Required Courses for Choral/Vocal:

Course number	Course title	Credit hours
MUS 1210	English & Italian Diction	2
MUS 1220	French & German Diction	2
MUS courses 1600-1699	Music Ensembles Note: At least five courses must be MUS 1614; at least three courses must be either MUS 1604 or other small vocal ensemble	8
MUS 4738*	Choral Teaching Methods	3
MUS 4741	Field Component for MUS 4738	1

Total credit hours = 111 for Choral/Vocal B.M.E. degree

Additional Required Courses for Instrumental:

Course number	Course title	Credit hours
MUS courses 1600-1699	Music Ensembles Note: At least five courses must be MUS 1601; at least three courses must be MUS 1615 or other small instrumental ensemble	8
MUS 4731	Field Component for MUS 4737	1
MUS 4737*	Instrumental Teaching Methods	3

Total credit hours = 107 for Instrumental B.M.E. degree

*Requires admission to Educator Preparation Program

Minor: Music

Required Courses:

Course number	Course title	Credit hours
MUS 1010	Music Theory I	2
MUS 1020	Music Theory II	2
MUS 1030	Sight Singing & Dictation	1
MUS 1040	Sight Singing & Dictation	1

Choose one of these courses: MUS 1100 MUS 2080	 Music Appreciation Jazz Appreciation	4
MUS 1150	Piano Proficiency I	1
MUS 1160	Piano Proficiency II	1
Choose at least one of these courses:		4
MUS 1601 MUS 1603 MUS 1604 MUS 1614 MUS 1615 MUS 1618	Concert/Pep Band Opera/Musical Theatre Workshop Chamber Singers Chorale Jazz Ensemble Small Ensemble	
MUS courses	Electives	2
Levels I-IV in applied private lessons	Principal Instrument or Voice	4

Total credit hours = 22

Political Science

Department of Political Science and Legal Administration; School of Social Sciences and Education

Degree: Bachelor of Arts (B.A.)

Majors:

- History and Political Science
- Political Science

Minor: Political Science

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.

The Department of Political Science and Legal Administration does not offer a concentration within the liberal studies major.

Major: History and Political Science

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.

Major: Political Science

Required Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
HIS/POL 2115 HIS/POL 3310	Western Political Thought Western Political Thought II	4
POL 1100	Introduction to American Government	4
POL 2110	International Relations	4
POL 2120	Comparative Government	4
Choose one of these courses in American Politics:		4
POL/LGA 2210 POL 3230 POL 3240 POL 3250 POL 4500	Judicial Process Political Behavior, Parties, & Elections The American Presidency & Congress Public & Non-profit Administration Special Topics in American Politics	
Choose one of these courses in International Politics or Comparative Government:		4
POL 3410 POL 3420 POL 4510	International Law & Organizations Politics of Developing Nations Special Topics in International Relations or Comparative Government	
POL 3800	Internship	4
POL/LGA 4200	Constitutional Law	4
POL 4900	Senior Seminar	4
SSC 3600	Research Methods	4

Required Related Courses:

Course number	Course title	Credit hours
HIS 1160	Western Civilization II	4
ART, DAN, ECM, GER, GRK, HEB, HIS, MUS, SPA, or THE 2000+ courses	Requirements for B.A. degree	4

Total credit hours = 48 for B.A. degree

It is also recommended that political science majors take courses in economics, ethics,

history, philosophy, psychology, and sociology.

Minor: Political Science

Required Courses:

Course number	Course title	Credit hours
POL 1100	Introduction to American Government	4
POL 2110	International Relations	4
POL 2000+ courses	Electives	12

Total credit hours = 20

Psychology

Department of Psychology; School of Social Sciences and Education

Degree: Bachelor of Science (B.S.)

Major: Psychology

Minors:

- Human Factors Psychology
- Psychology
- Sexuality, Gender, and Identity Studies

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. 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.

Major: Psychology

To graduate with a degree in psychology, students must complete the Comprehensive Exam. The test will be administered in the Senior Seminar (PSY 4900).

The Department of Psychology does not offer a concentration within the liberal studies major.

Required Courses:

Course number	Course title	Credit hours
PSY 1100	General Psychology	4
PSY 3800	Internship	4
PSY 3801	Internship Seminar	1
PSY 4900	Senior Seminar	4
SSC 3600	Research Methods in the Social Sciences	4
PSY 2000+ courses	Electives	12
PSY 3000+ courses	Electives (Note: SSC 3550 may substitute as 3000+ PSY course)	16

Required Related Courses:

Course number	Course title	Credit hours
BIO, CHM, HLT, KIN, or MAT 2000+ courses	Requirements for B.S. degree	8

Total credit hours = 53 for B.S. degree

MAT 2360, Statistics and PSY 4600, Research Laboratory are strongly recommended for students pursuing the psychology major, particularly for students considering graduate school.

Minor: Human Factors Psychology

Required Courses:

Course number	Course title	Credit hours
BUS 2401	Advancing with Excel	4
BUS 2720	Descriptive Business Analytics	4
Choose one of these courses:		2
HFP 3800 PSY 4850	Internship Individual Research	
PSY 1100	General Psychology	4
Choose one of these courses:		4

PSY 3300 PSY 3350 PSY 4100	Sensation and Perception Physiological Psychology Learning, Memory & Cognition	
PSY 4150	Human Factors Psychology	4

Total credit hours = 22

Students who major in Psychology and minor in Human Factors Psychology must complete the required PSY 3800 4-credit internship for the major, and an additional HFP 3800 2-credit internship or PSY 4850 Individual Research.

Minor: Psychology

Required Courses:

Course number	Course title	Credit hours
PSY 1100	General Psychology	4
PSY 2000+ course	Electives	8
PSY 3000+ courses	Electives	8

Total credit hours = 20

Minor: Sexuality, Gender, and Identity Studies
Greensboro College offers a combined minor in sexuality, gender, and identity studies. Please see the section of this *Catalog* entitled Sexuality, Gender, and Identity Studies for those minor requirements.

Public Health

Interdisciplinary; School of Social Sciences and Education

Degree: Bachelor of Science (B.S.)

Major: Public Health

Public Health focuses on understanding epidemiology, preventing disease, promoting human health and preparing for crisis response. A major in Public Health includes a minimum of 49 hours of coursework. This multidisciplinary program includes a core of five required courses from the department of Public Health taught through Lower Cost Model of Independent Colleges Consortium (LCMC) utilizing Rize Education. The five core required courses will be taught in an online format with optional online synchronous sessions. The program also includes required courses from Health, Sociology, Psychology, a research methods course and internship experience. Graduates from this program will obtain professional positions working in various branches of Public Health.

Major: Public Health

Required Courses:

Course number	Course title	Credit hours
HLT 2100	Medical Terminology	2
Choose one of these courses:		4
HLT 2260 HLT 2270 HLT 3250	Health Topics I Health Topics II Nutrition	
PHM 1100	The History of Public Health	3
PHM 3100	Epidemiology	3
PHM 3500	Health Services	3
PHM 4100	Public Health Studies I	3
PHM 4200	Public Health Studies II	3
PSY 1100	General Psychology	4
Choose one of these courses:		4
PSY 2250 PSY 2510 PSY 3450 PSY 3700	Death & Dying Health Psychology Drugs & Behavior Abnormal Psychology	
Choose one of these courses:		4
PSY 3800 SOC 3800	Internship Internship	
SOC 1010	Social Imagination	4
Choose one of these courses:		4
SOC 3000 SOC 3309 SOC 3509	Social Theory Families in Society Race, Class, & Gender	
SOC 4900	Capstone: The Sociologist as an Agent of Change	4
SSC 3600	Research Methods in Social Sciences	4

Required Related Courses:

Course number	Course title	Credit hours
BIO, CHM, KIN, or MAT 2000+ courses	Requirements for B.S. degree	8

Total credit hours = 57 for B.S. degree

Religion, Ethics and Philosophy

Department of Religion, Ethics and Philosophy; School of Humanities

Degree: Bachelor of Arts (B.A.)

Majors:

- History and Religion
- Religion
- Religion with Concentration in Ministry

Minors:

- Biblical Studies
- Philosophy and Ethics
- Religion

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 of 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.

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.

Major: History and Political Science

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.

Major: Religion

Required Courses:

Course number	Course title	Credit hours
REP 3800	Internship	4
REP 4900	Capstone	4

REP 1000 courses	Electives (Note: HON 1110 & HON 1120 may count toward REP 1000-level elective courses.)	16
REP 2000+ courses	Electives	16

Required Related Courses:

Course number	Course title	Credit hours
ECM, GER, GRK, HEB, HIS, SPA, or THE 2000+ courses	Requirements for the B.A. degree	8

Total credit hours = 48 for B.A. degree

Religion with Concentration in Ministry

Required Courses:

Course number	Course title	Credit hours
REP 2400	Foundations of Christian Spirituality	4
REP 3410	Homiletics	4
REP 3800	Internship	4
REP 4900	Capstone	4
REP 1000 courses	Electives (Note: HON 1110 & HON 1120 may count toward REP 1000-level elective courses.)	16
REP 2000+ courses	Electives	8

Required Related Courses:

Course number	Course title	Credit hours
ECM, GER, GRK, HEB, HIS, SPA, or THE 2000+ courses	Requirements for the B.A. degree	8

Total credit hours = 48 for B.A. degree

Minor: Biblical Studies

Required Courses:

Course number	Course title	Credit hours
Choose three of these courses:		12

REP 1000 REP 1010 REP 1400 REP 2030 REP 2040 REP 2060 REP 2070 REP 3500	The Story of the Old Testament The Story of the New Testament Introduction to Religion & Culture: Diverse Methods & Theories Jesus & the Gospels Paul & His Letters Luke - Acts Galatians Special Topics in Religion, Ethics, & Philosophy	12
REP courses	Electives (Note: at least two courses in the minor must be numbered 2000+)	8

Total credit hours = 20

Note: Students who major in Religion and minor in Biblical Studies must take two additional courses in the Biblical Studies group numbered 2000+ beyond the major requirements.

Minor: Philosophy and Ethics

Required Courses:

Course number	Course title	Credit hours
Choose three of these courses:		12
REP 1300 REP 1330 REP 1320 REP 1400 REP 1600 REP 1610 REP 1625 REP 1635 REP 1655 REP 2300 REP 2310 REP 2330 REP 2340 REP 2610 REP 2620 REP 3300 REP 3310 REP 3320 REP 3370 REP 3630 REP 3500	Introduction to Philosophy Eastern Philosophy: The History of Eastern Thoughts Feminist Ethics & Philosophy Introduction to Religion & Culture: Diverse Methods & Theories Introduction to Ethics Christian Ethics Bioethics & Environmental Ethics Ethics at Work Ethics & the Arts Philosophy of Religion Figures & Traditions in Philosophical Thought Continental Philosophy Existentialism Bioethics, Medicine, & the Church Comparative Religious Ethics Reclaiming Democracy Theodicy: God & Human Suffering Logic and Set Theory History of Knowledge & Philosophy Religion, Ethics, & the Environment Special Topics in Religion, Ethics, & Philosophy	

REP courses	Electives (Note: at least two courses in the minor must be numbered 2000+)	8

Total credit hours = 20

Note: Students who major in Religion and minor in Philosophy and Ethics must take two additional courses in the Ethics and Philosophy group numbered 2000+ beyond the major requirements.

Minor: Religion

Required Courses:

Course number	Course title	Credit hours
REP courses	Electives	12
REP 2000+ courses	Electives	8

Total credit hours = 20

Secondary Comprehensive Science Education

Department of Education; School of Sciences and Mathematics

Degree: Bachelor of Science (B.S.)

Major: Secondary Comprehensive Science Education

See section entitled Education for requirements of all students seeking teacher licensure in any academic area.

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 educator preparation 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 Educator Preparation 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 credit hours.

Major: Secondary Comprehensive Science Education

Required Courses:

Course number	Course title	Credit hours

BIO 1100	General Biology I & Laboratory	4
BIO 1110	General Biology II & Laboratory	4
BIO 2300	Human Anatomy & Physiology I & Laboratory	4
Choose one of these courses:		4
BIO 3400 BIO 3450	Ecology & Laboratory Environmental Science & Laboratory	
BIO 3670	Genetics & Laboratory	4
CHM 1100	General Chemistry I & Laboratory	4
CHM 1200	General Chemistry II & Laboratory	4
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3300*	Positive Support Behavior	3
EDU 3770*	Disciplinary Literacy	3
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2
EDU 4940*	Student Teaching	10
Choose one of these courses:		4
MAT 2060 MAT 2360	Calculus I Statistics	
PHY 1100	General Physics I & Laboratory	4
PHY 1200	General Physics II & Laboratory	4
PSY 3200	Educational Psychology	4
SCI 1100	Earth/Space Sciences	4
SCI 3001*	Intermediate Science Field Component	1
SCI 3700*	Pedagogy of Comprehensive Science (9-12)	4
SCI 3701*	Field Component for SCI 3700	1
SPE 2900	Diverse Populations	3
SPE 2901	Field Component for SPE 2900	1
Choose one of these courses:		4
BIO 2000+ course CHM 3100	Elective Organic Chemistry I & Laboratory	

Total credit hours = 90 for B.S. degree

* Requires admission to Educator Preparation Program

Sexuality, Gender, and Identity Studies

Department of Psychology; School of Social Sciences and Education

Minor: Sexuality, Gender, and Identity Studies

Minor: Sexuality, Gender, and Identity Studies

The Sexuality, Gender, and Identity Studies minor examines the interaction between social, physiological, and psychological constructs of gender and sexuality that create identity and expression. The minor reviews the complexities of social experiences and explores theoretical influences.

Sexuality, Gender and Identity Studies is interdisciplinary and includes classes from the departments of Psychology, Sociology, and ECM.

Required Courses:

Course number	Course title	Credit hours
ECM 3559	Gender & Sexuality in Literature	4
Choose two of these courses:		8
ECM 3450	Advanced Creative Writing (2 hours; may repeat to total 4 hours)	
ECM 3610	Special Topics in English	
HIS 2139	American Women's History	
HIS 2500	Special Topics Survey	
HIS 3390	History of Crime	
PSY 3500	Special Topics	
PSY 3700	Abnormal Psychology	
REP 3500	Special Topics in Religion	
THE 4500	Special Topics in Theatre (1-4 hours)	
PSY 2609	Human Sexuality	4
SOC 3509	Race, Class, & Gender	4

Total credit hours = 20

Note: Special Topics courses should be related to sex & gender studies when offered and approved by the department chair.

Sociology

Department of Sociology and Criminal Justice; School of Social Sciences and Education

Degree: Bachelor of Arts (B.A.)

Majors:

- Sociology

- Sociology with Concentration in Culture and Diversity
- Sociology with Concentration in Human Services

Minors:

- Sociology
- Sociology of Culture and Diversity
- Sociology of Human Services

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.

Major: Sociology

Required Courses:

Course number	Course title	Credit hours
Choose four of these courses:		16
CRI 4200	Understanding Terrorism	
SOC 1050	Social Problems of the 21st Century	
SOC 2010	Migration & Society	
SOC 2207	Cultural Anthropology	
SOC/CRI 2260	Criminal Justice	
SOC 3309	Families in Society	
SOC 3359	Family Violence	
SOC 3360	Juvenile Delinquency	
SOC 3900	Directed Study	
SOC 4500	Topical Seminar	
SSC 3550	Environment & Society	
SOC 1010	The Sociological Imagination	4
SOC 3000	Social Theory	4
SOC 3509	Race, Class, & Gender	4
SOC 3800	Internship	4
SOC 4900	Capstone: The Sociologist as an Agent of Change	4
SSC 3600	Research Methods in the Social Sciences	4

Required Related Courses:

Course number	Course title	Credit hours
ART, ECM, GER, HEB, HIS, SPA, or THE 2000+ courses	Requirements for the B.A. degree	8

Total credit hours = 48 for B.A. degree

Major: Sociology with Concentration in Culture and Diversity

Required Courses:

Course number	Course title	Credit hours
Choose one of these courses:		4
ART 2100	History of Women Artists	
ECM 3529	Women Writers	
ECM 3559	Gender & Sexuality in Literature	
HIS 2139	American Women's History	
Choose one of these courses:		4
ECM 2160	Popular Culture/Cultural Theory	
ECM 3050	World Cinema	
ECM 3539	Writers of the American South	
ECM 3540	Migration Literatures	
HIS 3360	Nations & Nationalism	
POL 3420	Politics of Developing Nations	
REP 1500	World Religions	
SOC 3309	Families in Society	
SOC 3359	Family Violence	
SOC 3900	Directed Study	
SOC 4500	Topical Seminar (if approved)	
SSC 3550	Environment & Society	
Choose one of these courses:		4

ECM 3519 HIS 1230 HIS 1240 HIS 2130 HIS 3210 SPA 2306	African American Writers Modern America Contemporary America African American History The Holocaust Spanish Language Literature in Translation	
SOC 1010	The Sociological Imagination	4
SOC 2010	Migration & Society	4
SOC 3000	Social Theory	4
SOC 3509	Race, Class, & Gender	4
SOC 3800	Internship	4
SOC 4900	Capstone: The Sociologist as an Agent of Change	4
SSC 3600	Research Methods in the Social Sciences	4

Total credit hours = 40 for B.A. degree

Major: Sociology with Concentration in Human Services

Required Courses:

Course number	Course title	Credit hours
Choose two of these courses:		8
POL 3250 SOC 2207 SOC/CRI 2260 SOC 3309 SOC 3359 SOC 3360 SOC 4500	Public & Non-profit Administration Cultural Anthropology Criminal Justice Families in Society Family Violence Juvenile Delinquency Topical Seminar (if approved)	
Choose one of these courses:		4
PSY 1100 PSY 2100 PSY 2609 PSY 3700	General Psychology Developmental Psychology Human Sexuality Abnormal Psychology	
SOC 1010	The Sociological Imagination	4
SOC 3000	Social Theory	4
SOC 3509	Race, Class, & Gender	4
SOC 3600	Human Services	4
SOC 3800	Internship	4
SOC 4900	Capstone: The Sociologist as an Agent of Change	4
SSC 3600	Research Methods in the Social Sciences	4

Required Related Courses:

Course number	Course title	Credit hours
ART, ECM, GER, HEB, HIS, SPA, or THE 2000+ courses	Requirements for the B.A. degree	8

Total credit hours = 48 for B.A. degree

Minor: Sociology

Required Courses:

Course number	Course title	Credit hours
SOC 1010	The Sociological Imagination	4
SOC 3000	Social Theory	4
SSC 3600	Research Methods in the Social Sciences	4
SOC courses	Electives	8

Total credit hours = 20

Minor: Sociology of Culture and Diversity

Required Courses:

Course number	Course title	Credit hours
Choose one of these courses from Group 1:		4
ART 2100 ECM 3529 ECM 3559 HIS 2139	History of Women Artists Women Writers Gender & Sexuality in Literature American Women's History	
Choose one of these courses from Group 2:		4
ECM 3519 HIS 1230 HIS 1240 HIS 2130 SSC 3300	African American Writers Modern America Contemporary America African American History Holocaust & Genocide Studies	
Choose one of these courses from Group 3:		4
SOC 2010 SOC 2207	Migration & Society Cultural Anthropology	
SOC 3509	Race, Class, & Gender	4

Choose one additional course from any of the 3 groups listed above	Elective	4

Total credit hours = 20

Minor: Sociology of Human Services

Required Courses:

Course number	Course title	Credit hours
POL 3250	Public & Non-profit Administration	4
Choose one of these courses:		4
PSY 1100	General Psychology	
PSY 2100	Developmental Psychology	
PSY 2609	Human Sexuality	
PSY 3700	Abnormal Psychology	
Choose one of these courses:		4
SOC 2207	Cultural Anthropology	
SOC/CRI 2260	Criminal Justice	
SOC 3309	Families in Society	
SOC 3359	Family Violence	
SOC 3360	Juvenile Delinquency	
SOC 4500	Topical Seminar (if approved)	
SOC 3600	Human Services	4
SOC 3800	Internship	4

Total credit hours = 20

Spanish

School of Humanities

Minor: Spanish

Minor: Spanish

Required Courses:

Course number	Course title	Credit hours
SPA 2200	Intermediate Spanish	4
SPA 2400	Composition & Conversation	4

SPA 2000+ courses	Electives	12

Total credit hours = 20

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 are available through the Greater Greensboro Consortium.

Special Education

Department of Education; School of Social Sciences and Education

Degrees: Bachelor of Arts (B.A.)

Majors:

- Special Education/Adapted Curriculum
- Special Education/General Curriculum

See section entitled Education for requirements of all students seeking teacher licensure in any academic area.

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 educator preparation 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 Educator Preparation 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 credit hours.

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.

Students pursuing a degree in Special Education are required to complete a minor in a discipline of their choice.

Major: Special Education/Adapted Curriculum

Required Courses:

Course number	Course title	Credit hours
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 2770	Literacy Foundations	3
EDU 3300*	Positive Behavior Support	3
EDU 3355*	Educational Assessment	4
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2
EDU 4940*	Student Teaching	10
PSY 3200	Educational Psychology	4
SPE 2800	Educational Considerations for Individuals with Low Incidence Disabilities	3
SPE 2801	Field Component for SPE 2800	1
SPE 2900	Diverse Populations	3
SPE 3750*	Planning for Transition Through Collaboration	4
SPE 3770*	Emergent Literacy & Mathematics Methods & Assessment	3
SPE 3771*	Field Component for SPE 3770	1
SPE 3775*	Methods in Reading & Written Expression	3
SPE 3791*	Special Education Math Field Component	1

* Requires admission to the Educator Preparation Program

Required Related Courses:

Course number	Course title	Credit hours
ART, ECM, DAN, GER, GRK, HEB, HIS, MUS, SPA, or THE 2000+ courses	Requirements for B.A. degree	8

Total credit hours = 59 for B.A. degree + hours to complete minor requirements

Major: Special Education/General Curriculum

Required Courses:

Course number	Course title	Credit hours
EDU 2100	21st Century Schools I	2
EDU 2101	Field Component for EDU 2100	1
EDU 2770	Literacy Foundations	3

EDU 3300*	Positive Behavior Support	3
EDU 3355*	Educational Assessment	4
EDU 4000*	21st Century Schools II	3
EDU 4930*	Student Teaching Seminar	2
EDU 4940*	Student Teaching	10
ELE 3790*	Math Methods & Assessment	3
PSY 3200	Educational Psychology	4
SPE 2800	Educational Considerations for Individuals with Low Incidence Disabilities	3
SPE 2801	Field Component for SPE 2800	1
SPE 2900	Diverse Populations	3
SPE 3750*	Planning for Transition Through Collaboration	4
SPE 3770*	Emergent Literacy & Mathematics Methods & Assessment	3
SPE 3775*	Methods in Reading & Written Expression	3
SPE 3776*	Field Component for SPE 3775	1
SPE 3791*	Special Education Math Field Component	1

* Requires admission to the Educator Preparation Program

Required Related Courses:

Course number	Course title	Credit hours
ART, ECM, DAN, GER, GRK, HEB, HIS, MUS, SPA, or THE 2000+ courses	Requirements for B.A. degree	8

Total credit hours = 62 for B.A. degree + hours to complete minor requirements

Sport Communication

Department of English, Communication and Media Studies; School of Humanities

Minor: Sport Communication

Minor: Sport Communication

Required Courses:

Course number	Course title	Credit hours
Take three or four of these courses:		12-16

ECM 2350	Introduction to Creative Writing	
ECM 2410	Student Publications Practicum (1-2 hours; may repeat to total 4 hours)	
ECM 2440	Successful Communication at Work	
ECM 2700	Media Production	
ECM 2720	Podcasting	
ECM 2740	Communication Practicum (1-2 hours; may repeat to total 4 hours)	
ECM 2820	Web Authoring & Usability	
ECM 2830	Social Media & Reputation Management	
ECM 2840	Sports & Media	
ECM 3610 or ECM 3620	Special Topics in English or Special Topics in Communication & Media Studies (sports related)	
ECM 3800	Internship (1-4 hours; may repeat to total 4 hours)	
ECM 4700	Digital Videography	
GAM 1200	Games & Play	
Take one or two of these courses:		4-8
KIN 2300	Motor Behavior	4-8
KIN 3330	Psychological Aspects of Exercise & Sport	
KIN 3360	Let's Build a Sports Organization	

Total credit hours = 20

Students may apply internship credits to the minor, with the following guidelines: The internship should be focused on a sports organization, interactive media and sports, or sports communication, and requires ECM department approval; the internship must be unpaid and the site supervisor may not be a relative or GC student. The internship should involve a new environment, new people, or new communication challenges so that the student explores new networking and career skills. A maximum of four (4) hours of internship may be applied to the minor in sports communication. A maximum of two (2) credit hours of internship—with all of the above requirements also being met—may be taken in departments other than ECM.

Supply Chain Management

Department of Business Administration; School of Business

Degree: Bachelor of Science (B.S.)

Major: Supply Chain Management

Minor: Supply Chain Management

As companies become more integrated and complex, their logistics and sources of supply have also become more complex. Business practices now emphasize in-time deliveries and maintaining slim inventories making the management of a widely dispersed supply system a key component in many businesses.

The School of Business aims to serve this area and prepare students with the experience in their coursework that places them in the forefront of potential employees. The major and the minor in supply chain management include three required courses from the department of business taught through Lower Cost Model of Independent Colleges Consortium (LCMC) utilizing Rize Education. These three required courses will be taught in an online format with optional online synchronous sessions.

Major: Supply Chain Management

Required Courses:

Course number	Course title	Credit hours
BUS 2002	Organizational Behavior & Management	4
BUS 2003	Marketing	4
BUS 2401	Advancing with Excel	4
BUS 2600	Forecasting & Logistics	3
BUS 2720	Descriptive Business Analytics	4
BUS 3220	Operations Management	4
BUS 3400	Financial Management	4
BUS 3401	Keep Advancing with Excel	4
BUS 3600	The Legal Environment of Business	4
BUS 3650	Sourcing & Operations	3
BUS 3800	Internship	4
BUS 3910	Careers in Business I	1
BUS 3920	Careers in Business II	1
BUS 4210	International Business	4
BUS 4600	Supply Chain Management Capstone	3
BUS 4900	Business Policy & Strategy	4
BUS 4910	Careers in Business III	1
BUS 4920	Careers in Business IV	1
Choose one of these courses:		4
ECO 2200 ECO 2300	Principles of Microeconomics Principles of Macroeconomics	

Required Related Courses:

Course number	Course title	Credit hours
ACC 1102	Financial Accounting	4
ACC 1104	Managerial Accounting	4
MAT 2020	Operations Research	4

Total credit hours = 73 for B.S. degree

Note: With Department Chair approval, four credit hours of experiential credit my substitute for the four-hour internship.

Minor: Supply Chain Management

Students majoring in business administration and economics may choose to pursue a concentration in supply chain management (see section of the *Catalog* titled Business Administration and Economics). Students majoring in any other discipline may pursue a minor in supply chain management.

Required Courses:

Course number	Course title	Credit hours
BUS 2002	Organizational Behavior & Management	4
BUS 2401	Advancing with Excel	4
BUS 2600	Forecasting & Logistics	3
BUS 2720	Descriptive Business Analytics	4
BUS 3220	Operations Management	4
BUS 3650	Sourcing & Operations	3
BUS 4600	Supply Chain Management Capstone	3

Total credit hours = 25

Theatre

Department of Theatre; School of the Arts

Degrees: Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.)

Majors:

- Theatre (B.A.)
- Theatre with Concentration in Acting (B.A.)
- Theatre with Concentration in Costume (B.F.A.)
- Theatre with Concentration in Design/Technical (B.F.A.)
- Theatre with Concentration in Directing (B.F.A.)
- Theatre with Concentration in Musical Theatre (B.F.A.)
- Theatre with Concentration in Stage Management (B.A.)
- Theatre with K-12 Teacher Licensure (B.A.)

Minors:

- Costume
- Dance
- Design/Technical Theatre
- Musical Theatre
- Theatre

The aim of the Theatre Department program is to provide a foundation in theatre and concentrations in Acting, Costumes, Design/Technical, Directing, Musical Theatre, Stage Management, 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 backstage 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. Depending upon their concentration, 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:

1. PREPARATION FOR THE DISCIPLINE - courses, lessons, experience - through a preview of materials submitted by each candidate.
2. AUDITION OR PORTFOLIO REVIEW:
    a. ACTING: two contrasting monologues and one song.
    b. COSTUME: portfolio review of designs, sketches, patterns, costumes, photographs of completed work, etc. If no materials are available, then the interview will suffice.
    c. DIRECTING: 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.
    d. 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.
    e. MUSICAL THEATRE: an audition consisting of two contrasting monologues and two songs prepared by the candidate along with a resume that includes performance training and experience and an attached head shot photograph.
    f. 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.
    g. STAGE 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.

3. All candidates should present a head shot/color photo and a resume that includes theatre training and roles/jobs worked on in productions.

4. 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.

Major: Theatre

Required Courses:

Course number	Course title	Credit hours
THE 1030	Stage Craft and Design	4
Choose one of these courses: THE 1060 THE 1190 THE 2110 THE 2350 THE 4150 THE 4500	 Musical Theatre Performance I Voice for the Stage I Playwriting Voice and Verse: Discovering the Poet in You Acting Studio Techniques Special Topics in Theatre	1-4
THE 2000	Introduction to Theatre	4
THE 2010	Public Speaking	4
THE 2040	Arts Administration	4
THE 2050	Introduction to Acting	4
Choose one of these courses: THE 2140 THE 2240 THE 4130 THE 4230	 Lighting Design Period Styles of Design Sound Design Scene Painting	3-4
THE 3110	Theatre History Survey	4
Choose one of these courses: THE 3800 THE 3850	 Internship Your Path Forward	0-2
THE 4110	Play Analysis	4
THE 4900	Senior Seminar	2
Six THE lab courses	Electives	6
THE courses	Electives (Note: All electives must total to 16-18 hours)	4-8

Required Related Courses:

Course number	Course title	Credit hours
DAN 2310	Movement-Alexander Technique	4
ECM 2129	World Drama	4

Total credit hours = 52 for B.A. degree

Major: Theatre with Concentration in Acting

Required Courses:

Course number	Course title	Credit hours
THE 1030	Stagecraft & Design	4
THE 1150	Acting I: Basic Acting Techniques	3
THE 1155	Acting I Lab	1
THE 1190	Voice for the Stage I	2
THE 1250	Acting II: Find Yourself in the Role	3
THE 1255	Acting II Lab	1
THE 2150	Acting III: Meisner	3
THE 2155	Acting III Lab	1
THE 2250	Acting IV: Shakespeare & Performance	3
THE 2255	Acting IV Lab	1
THE 3110	Theatre History Survey	4
THE 3150	Acting V: Auditions & Solo Performance	3
THE 3155	Acting V Lab	1
THE 3250	Acting VI: Acting for the Camera	3
THE 3255	Acting VI Lab	1
THE 3600	The Business of Performing	2
Choose one of these courses: THE 3800 THE 3850	 Internship Your Path Forward	0-8
THE 4110	Play Analysis	4
THE 4900	Senior Seminar	2
THE courses	Electives	6

Required Related Courses:

Course number	Course title	Credit hours
DAN 2310	Movement – Alexander Technique	4
ECM 2129	World Drama	4

Total credit hours = 56 for B.A. degree

Major: Theatre with Concentration in Costume

Required Courses:

Course number	Course title	Credit hours
ART 1110	Introductory Drawing, 2-D Design & Composition	4
ART 2202	Figure Drawing I: Gesture, Expression & Anatomy	4
THE 1120	Costume I: Makeup Fundamentals	3
THE 1125	Costume I Lab	1
THE 1220	Costume II: Costume Patterning	3
THE 1225	Costume II Lab	1
THE 2050	Introduction to Acting	4
THE 2120	Costume III: Design & Rendering	3
THE 2125	Costume III Lab	1
THE 2140	Lighting Design	3
THE 2145	Lighting Design Lab	1
THE 2220	Costume: Costumes History	3
THE 2225	Costume IV Lab	1
THE 2330	Design/Tech I: Stagecraft I	3
THE 2400	Corsets and Petticoats	4
THE 3110	Theatre History Survey	4
THE 3120	Costumes: Bodices, Skirts, & Undergarments	3
THE 3220	Costume: Breeches/Trousers	3
THE 3225	Costume V Lab	1
THE 3400	Hair and Wig Styling	3
Choose two of these courses:		6
THE 3410 THE 3420 THE 3430 THE 4500	Costume Crafts Millinery Dancewear Special Topics in Theatre (costume-focused)	
THE 4110	Play Analysis	4
THE 4120	Costume VI: Tailoring	3
THE 4125	Costume VI Lab	1
THE 4220	Costume VII: Costume Shop Management	3
THE 4225	Costume VII Lab	1
THE 4900	Senior Seminar	4

Required Related Courses:

Course number	Course title	Credit hours
ECM 2129	World Drama	4

Total credit hours = 79 for B.F.A. degree

Major: Theatre with Concentration in Design/Technical

Required Courses:

Course number	Course title	Credit hours
THE 2050	Introduction to Acting	4
THE 2140	Lighting Design	3
THE 2145	Lighting Design Lab	1
THE 2240	Period Styles of Design	4
THE 2330	Design/Tech I: Stagecraft	3
THE 2335	Design/Tech I Lab	1
THE 2340	Design/Tech II: Drafting & Color Media	3
THE 2345	Design/Tech II Lab	1
THE 3110	Theatre History Survey	4
THE 3330	Design/Tech III: Computer Aided Design	3
THE 3335	Design/Tech III Lab	1
THE 3340	Design/Tech IV: Stage Design	3
THE 3345	Design/Tech IV Lab	1
Choose one of these courses:		0-8
THE 3800 THE 3850	Internship Your Path Forward	
THE 4110	Play Analysis	4
THE 4130	Sound Design	4
THE 4230	Scene Painting	4
THE 4330	Design/Tech V: Advanced Stagecraft & Technical Direction	3
THE 4335	Design/Tech V Lab	1
THE 4500	Special Topic	2-4
THE 4900	Senior Seminar	4
THE courses	Electives	16

Required Related Course:

Course number	Course title	Credit hours
ECM 2129	World Drama	4

Total credit hours = 74 for B.F.A. degree

Major: Theatre with Concentration in Directing

Required Courses:

Course number	Course title	Credit hours
THE 1030	Stagecraft & Design	4
THE 1120	Costume I: Makeup Fundamentals	3
THE 1150	Acting I: Basic Acting Techniques	3
THE 1250	Acting II: Find Yourself in the Role	3
THE 2040	Arts Administration	4
THE 2140	Lighting Design	3
THE 2145	Lighting Design Lab	1
THE 2150	Acting III: Meisner	3
THE 2160	Stage Directing I: Analysis and Concept	3
THE 2165	Stage Directing I Lab	1
THE 2170	Stage Management I	3
THE 2175	Stage Management I Lab	1
THE 2240	Period Styles of Design	4
THE 2250	Acting IV: Shakespeare and Performance	3
THE 3110	Theatre History Survey	4
THE 3160	Stage Directing II: The Director/Actor Process	3
THE 3165	Stage Directing II Lab	1
THE 3170	Stage Management II	3
THE 3175	Stage Management II Lab	1
Choose one of these courses:		0-8
THE 3800 THE 3850	Internship Your Path Forward	
THE 4110	Play Analysis	4
THE 4160	Stage Directing III: Stage Space & Composition	3
THE 4165	Directing III Lab	1
THE 4900	Senior Seminar	4
THE lab course	Elective	1

Required Related Courses:

Course number	Course title	Credit hours
DAN 1210	Jazz I	2
ECM 2129	World Drama	4
MUS 1001	Music Fundamentals I	2
MUS 1002	Music Fundamentals II	2

Total credit hours = 74 for B.F.A. degree

Major: Theatre with Concentration in Musical Theatre

Required Courses:

Course number	Course title	Credit hours
DAN 1010	Ballet I	2
DAN 1110	Tap I	2
DAN 1210	Jazz I	2
DAN 2010	Ballet II	2
DAN 2110	Tap II	2
DAN 2210	Jazz II	2
DAN 2310	Movement - Alexander Technique	4
DAN 3030	Musical Theatre Performance III	4
MUS 1010	Music Theory I	2
MUS 1030	Sight Singing & Dictation I	1
MUS 1150	Piano Proficiency Level I	1
MUS 1510	Applied Voice I	2
MUS 1520	Applied Voice II	2
MUS 2510	Applied Voice III	2
MUS 2520	Applied Voice IV	2
MUS 3510	Applied Voice V	2
MUS 3520	Applied Voice VI	2
THE 1030	Stagecraft & Design	4
THE 1060	Musical Theatre Performance I	3
THE 1065	Musical Theatre Performance I Lab	1
THE 1150	Acting I: Basic Acting Techniques	3
THE 1155	Acting I Lab	1
THE 1190	Voice for the Stage I	2
THE 1250	Acting II: Find Yourself in the Role	3
THE 2060	Musical Theatre Performance II	3
THE 2065	Musical Theatre Performance II Lab	1
THE 2150	Acting III: Meisner	3
THE 2155	Acting III Lab	1
THE 2250	Acting IV: Shakespeare & Performance	3
THE 3010	American Musical Theatre History & Literature	4
THE 3060	Musical Theatre Auditions	3

THE 3065	Musical Theatre Auditions Lab	1
THE 3070	Musical Theatre Seminar: Role Preparation & Development	3
THE 3075	Musical Theatre Seminar Lab	1
THE 3600	The Business of Performing	2
Choose one of these courses:		0-8
THE 3800 THE 3850	Internship Your Path Forward	
THE 4900	Senior Seminar	2

Required Related Course:

Course number	Course title	Credit hours
ECM 2129	World Drama	4

Total credit hours = 84 for B.F.A. degree

Note: Students who complete a theatre major a concentration in musical theatre will earn a minor in dance.

Major: Theatre with Concentration in Stage Management

Required Courses:

Course number	Course title	Credit hours
THE 1030	Stagecraft & Design	4
THE 1125	Costume I Lab	1
THE 2040	Arts Administration	4
THE 2140	Lighting Design	3
THE 2145	Lighting Design Lab	1
THE 2160	Stage Directing I: Analysis & Concept	3
THE 2165	Stage Directing I Lab	1
THE 2170	Stage Management I	3
THE 2175	Stage Management I Lab	1
THE 2345	Design/Tech II Lab	1
THE 3110	Theatre History	4
THE 3165	Directing II Lab	1
THE 3170	Stage Management II	3
THE 3175	Stage Management II Lab	1
Choose one of these courses:		0-8
THE 3800 THE 3850	Internship Your Path Forward	

THE 4110	Play Analysis	4
THE 4130	Sound Design	4
THE 4170	Stage Management III	3
THE 4175	Stage Management III Lab	1
THE 4900	Senior Seminar	4
THE course	Elective	1

Required Related Courses:

Course number	Course title	Credit hours
ECM 2129	World Drama	4

Total credit hours = 52 for B.A. degree

Major: Theatre with K-12 Teacher Licensure

See section entitled Education for requirements of all students seeking teacher licensure in any academic area.

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 educator preparation 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 Educator Preparation 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 credit hours.

Required Courses:

Course number	Course title	Credit hours
EDU 2100	21st Century Schools	2
EDU 2101	Field Component for EDU 2100	1
EDU 3100	Introduction to Technology, Planning, & Assessment	4
EDU 3770*	Disciplinary Literacy	3
EDU 4000*	21st Century Schools II	2
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 SPE 2900	1
THE 1030	Stagecraft and Design	4
THE 1120	Costume I: Makeup Fundamentals	3
THE 1125	Costume I Lab	1
THE 1150	Acting I: Basic Acting Technique	3
THE 2110	Playwriting	4
THE 2140	Lighting Design	3
THE 2145	Lighting Design Lab	1
THE 2160	Stage Directing I: Analysis & Concept	3
THE 2165	Stage Directing I Lab	1
THE 2170	Stage Management	3
THE 2175	Stage Management Lab 1	1
THE 2250	Acting IV: Shakespeare and Performance	3
THE 2255	Acting IV Lab	1
THE 3000	Creative Dramatics	4
THE 3001	Field Component for THE 3000	1
THE 3110	Theatre History Survey	4
THE 3770*	Pedagogy of Theatre (K-12)	3
THE 3771*	Field Component for THE 3770	1
THE 4900	Senior Seminar	4

* Requires admission to Educator Preparation Program

Required Related Courses:

Course number	Course title	Credit hours
DAN 2310	Movement-Alexander Technique	4
ECM 2129	World Drama	4

Total credit hours = 88 for B.A. degree

Minor: Costume

Required Courses:

Course number	Course title	Credit hours
THE 1120	Costume I: Makeup Fundamentals	3
THE 1125	Costume I Lab	1
THE 1220	Costume II: Costume Patterning	3
THE 1225	Costume II Lab	1
THE 2220	Costumes: Costume History	3
THE courses	Electives	9

Total credit hours = 20

Minor: Dance

Greensboro College offers a minor in dance. Please see the section of this *Catalog* entitled Dance for those minor requirements.

Minor: Design/Technical Theatre

Required Courses:

Course number	Course title	Credit hours
THE 1120	Costume I: Makeup Fundamentals	3
THE 2140	Lighting Design	3
THE 2145	Lighting Design Lab	1
THE 2330	Design/Tech I: Stagecraft	3
THE 2335	Design/Tech I Lab	1
Choose two of these courses:		8
THE 3330 & THE 3335	Design/Tech III: Computer Aided Design & Lab	
THE 3340 & THE 3345	Design/Tech IV: Stage Design & Lab	
THE 4130	Sound Design	
THE 4230	Scene Painting	
THE 4330 & THE 4335	Design/Tech V: Advanced Stagecraft & Lab	
THE 4500	Special Topics (Properties or Intelligent Lighting)	

Total credit hours = 19

Minor: Musical Theatre

Required Courses:

Course number	Course title	Credit hours
Choose two of these courses:		4
DAN 1010 DAN 1110 DAN 1210	Ballet I Tap I Jazz I	
MUS 1510	Applied Voice Lesson I	2
MUS 1520	Applied Voice Lesson II	2
THE 1060	Musical Theatre Performance I	3
THE 1065	Musical Theatre Performance I Lab	1
Choose one of these courses:		4
THE 1150 & THE 1155	Acting I: Basic Acting Technique & Lab	4
THE 2050	Introduction to Acting	

THE 3010	American Musical Theatre History & Literature	4

Total credit hours = 20

Minor: Theatre

Required Courses:

Course number	Course title	Credit hours
THE 1030	Stagecraft & Design	4
THE 2050	Introduction to Acting	4
THE 3110	Theatre History Survey	4
THE 3155	Acting V Lab	1
THE 3255	Acting VI Lab	1
THE courses	Electives	6

Total credit hours = 20

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 credit 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. The absence of these descriptors indicates that the course does not satisfy these requirements.

Prerequisites and corequisites requisite courses are designated under course titles, and are defined as follows:

- Prerequisites must be satisfied before taking a particular course.
- Corequisites must be satisfied during the same term as taking a particular course.

If no designation appears after a course description, then the course has no prerequisite 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. 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 and 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, 2025 and 2027
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. Cross-listed with LGA 3300.

ACC 3400 Auditing (4)
Prerequisite: ACC 2304
Offered: Fall semesters, 2026 and 2028
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 3800 Internship (1-8)
Prerequisites: Junior standing; at least 12 credit 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 accounting. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled Internships 3800.

ACC 4500 Special Topics (1-4)
Prerequisite: Permission of instructor
Offered: Periodically based on student need
This course presents special topics in accounting. May be repeated for credit a maximum of three times under different topics.

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 and 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 1200 Creative Ideation with Drawing and Design (4)
General Education: Artistic/Literary course
Offered: Periodically based on student need
This is NOT a "how-to-draw" course. Scientists, designers, and artists have used visualization to research and mine ways to unlock mental blocks. Anyone can discover greater cognitive and imaginative vision to generate ideas. Drawings and doodles are tools opening this process, not judged for realistic accuracy or "talent", just for quantity and enthusiasm. What counts is wonder! We will be guided by studies/readings/videos, tracking our progress through games and surveys. Persistent improvement, leaning into a "growth mindset", will propel you. Moodle journaling, both in class and online (synchronously and asynchronously), and oral presentations, are graded more traditionally, along with required live participation and presentation on Showcase Day.

ART 1310 3-D Foundations (2)
Offered: Every spring 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 fall semester
This course is an introduction to the ceramic process, including hand building, wheel throwing, and glazing.

ART 1502 Painting I: Representation and 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
An overview of women artists from the Middle Ages through Modernism. The course will focus on the challenges women faced in pursuing art-making, as well as on the misguided belief that the women who did achieve success were exceptions to the rule, an ongoing debate in the scholarship. Women who did have successful careers were granted access to education or otherwise had access to greater support in their art-making, opportunities virtually unheard of for most women--and for many centuries.

ART 2100 OL History of Women Artists (H) (4)
General Education: Artistic/Literary course, Humanities course
Offered: Periodically based on student need
This course is an overview of women artists from the Middle Ages through Modernism. It focuses on the challenges that women faced in pursuing art-making, including the traditional expectations for social roles as well as the lack of access to education and often any sort of professional life outside of the home. Furthermore, the course content questions the assumption that the women who did achieve success were exceptions to their sex. Instead, they may have just been the tip of the iceberg, but a culturally embedded devaluation of women's contributions to art perhaps reinforces the tendency to view them as outliers. This course is offered online only.

ART 2110 Drawing II (Intermediate) (4)
Prerequisite: ART 1110 with a grade of C- or better
Offered: Every fall semester and based on 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 and Anatomy (4)
Prerequisite: ART 1110 with a grade of C- or better or permission of instructor.
Offered: Every other spring and based on 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 2205 Foundations in Contemporary Practices (4)
Offered: Every fall semester
This course is designed to introduce students to contemporary art practices such as Installation, Video, Performance Art and/or Social Practice Art. The course includes research, student presentations, studio work, class critiques and personal exploration of relevant themes. Students will be writing proposals for each project including artists they have researched, as well as personal artist statements for each project. These small writing assignments will lead to a better understanding of their purposes for creating, how their ideas will be perceived by others and the impact they can have on their community through these projects.

ART 2302 Intermediate Illustration and 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 2303 Sculpture I (4)
Prerequisite: ART 1310 or instructor approval
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 2403 Ceramics II (2)
Prerequisite: ART 1403 with a grade of C- or better
Offered: Every fall 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. Projects to be determined by faculty.

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 Jewelry and Metalsmithing I (4)
Prerequisites: ART 1310 with C- or better or instructor approval
Offered: Every fall semester
This course is an introduction to visually and conceptually informed jewelry and tableware design. Students will learn how to fabricate non-ferrous metals (copper, brass, silver) which will include techniques such as sawing, torch soldering, forming, and forging. Additionally, wood carving will be explored for both jewelry and tableware. Experimenting with mixed materials, plastics and found objects will be introduced and encouraged. A final project in computer aided 3D design and outsourced 3D printing will open up even more possibilities for further exploration in contemporary crafts and product design.

ART 2602 Graphic Design (4)
Offered: Every fall 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 sometimes guest designers and artists.

ART 2802 Darkroom Photography (4)
Offered: Every spring semester
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 and white film, photographic paper, and the student must have use of a 35mm manual camera.

ART 2903 Global Traditional Arts (H) (4)
General Education: Artistic/Literary course, Humanities course
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 Medieval Art (H) (4)
Prerequisites: ECM 1100 and ECM 1120, or HON 1110 and HON 1120
General Education: Artistic/Literary course, Humanities course
Offered: Every fall semester
This course covers Ancient Medieval/14th and some 15th century Western painting, sculpture and architecture, in the context of historical roles of artists within their societies. Emphasizes comprehension and application of terms and facts from required readings and PowerPoints. May be taken out of sequence with Art History II.

ART 3001 Art Field Component (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
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. 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: Periodically based on student need
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 3202 Figure Drawing II (4)
Prerequisite: ART 2202 with a C- or better, or permission of the instructor.
Offered: Every other spring semester and based on student need
This course deepens study of core gross anatomy for the artist, through careful analysis the limits and 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 3210 Animation, Avatars and Environment (4)
Prerequisite: ART 2602
Offered: Every spring semester
This course is an introduction to computer animation and motion graphics. Students will learn the basics of animating their artwork using a variety of tools and applicable software. Content created will focus on character creation, animation and setting. Students will also be required to focus on successfully applying the Elements of Art and Principles of Design to create visually striking compositions within their animations and digital artwork.

ART 3403 Ceramics Studio (2)
Prerequisite: ART 1403 or ART 2403 with grades of C- or better
Offered: Every fall semester
A continuation of ART 2403, this course allows an upper level student to work more independently on advancing their technical skill and conceptual development. Projects to be determined by each student with faculty approval.

ART 3502 Painting III: Developing Style and Content (4)
Prerequisite: ART 2502 and ART 2202
Offered: Every semester
Beyond the foundational knowledge of color matching, basic theory, and application of methods and materials using traditional techniques, lies the possibilities within each artist to find ways to express a personal style, and to create visual content and meaning that is identifiably their own. We'll dig deep into the meanings artists have been able to evoke and control, and the way an artist can anticipate reactions and coordinate their practice to better realize the impact they intend. Students will integrate their liberal arts studies, including the sciences, geometry, conceptual understanding, and ethical challenges faced by working contemporary artists, whether they work realistically or abstractly.

ART 3503 Jewelry and Metalsmithing II (4)
Prerequisite: ART 2503
Offered: Every fall semester
This class further explores the process and materials used in Jewelry and Metalsmithing I with a focus on less traditional jewelry and interactive forms, tableware and sculptural objects. New surface treatments and materials are introduced or further investigated. Personal expression is incorporated into "conventional" objects transforming them into unexpected modes of communication.

ART 3510 Jewelry Design I (4)
Prerequisite: ART 2503
Offered: Every fall semester
This class further explores the forms and processes learned in Jewelry and Metalsmithing I with students creating more ambitious jewelry projects. Students will learn about creating a collection of work that is defined by their personal vision. Students will research well known and lesser known designers and jewelry artists to inform the development of their individual style. Additionally, students will research historical and ancient symbolism, function and meaning in jewelry traditions. Students will also be pushing the limits of standard jewelry design as they determine unexpected ways of wearing.

ART 3602 Graphic Design II (4)
Prerequisite: ART 2602 and 6-8 credits required-related ECM courses
Offered: Every fall semester
This is a continuation of ART 2602, with an emphasis on cohesive design campaigns, typography creation, and optimizing design principles for use in various distribution media. Course projects will focus on various design-related issues covering a range of cultural and commercial concepts. Students will be exposed to a variety of design methods, ideas, and practitioners. Instructor demonstrations, instruction, and peer/instructor critiques are included.

ART 3603 Sculpture II: Metal Sculpture and New Approaches (4)
Prerequisite: ART 2303
Offered: Every spring semester
Students will gain more experience working in three-dimensional form. Students will have the opportunity for advanced experimentation with materials, mold making for metal casting and an introduction to MIG welding, as well as exploration in alternative formats and multimedia projects. 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 these processes, students will further hone their ability to think and communicate effectively through sculptural processes.

ART 3610 Game Aesthetics Seminar (2)
Offered: Every fall semester
This course will be primarily focused on viewing and analyzing aesthetic choices made in a variety of games. Course discussion will be supported and prefaced with specific readings and resources that cover the art of game design and interviews with games designers and concept artists.

ART 3620 Game Aesthetics Studio (2)
Prerequisite: ART 3610
Offered: Periodically based on student need
In this upper level studio course students will implement ideas generated through their experience in ART 3610. This course should coalesce their digital artwork, personal style, game design experience and understanding of game aesthetics. Students will work somewhat independently on course projects, albeit with guidance and critique from their instructor. The course builds upon skills that students will have developed in digital art, animation and basic game design. This course can be repeated for elective credit.

ART 3700 Pedagogy of Art (K-12) (3)
Prerequisites: Admission to Educator Preparation Program; elementary education, birth through kindergarten, or special education major; EDU 3100 is strongly recommended
Corequisite: 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.

ART 3701 Field Component for Pedagogy of Art (K-12) (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

ART 3800 Internship (1-8)
Prerequisites: Junior standing; at least 12 credit 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: Renaissance to Contemporary Art (H) (4)
Prerequisites: ECM 1100 and ECM 1120, or HON 1110 and HON 1120
General Education: Artistic/Literary course, Humanities course
Offered: Every spring semester
Covers the explosive output of visual art, from Europe's early 15th century to the present world beyond the West as well. Emphasizes introduction to scholarly art history research, writing, and reading; covers basic 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 fall 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: Permission of the instructor
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 4502 Painting IV: Forging One's Vision and Marketing It (4)
Prerequisite: ART 3502
Offered: Every semester
The final steps during an undergraduate painting pathway are the first on the way towards mastery: of medium, of "voice", of a complete, coherent expression of one's ideas, feelings, and questions about the world. Artists in this course will be working toward both their final senior exhibition, and will be required to submit work to outside juried shows, graduate MFA programs, residencies, and/or professional galleries for inclusion in their stables. A consistent style with a strong focus on particular subject matter or genre is a

major goal. Learning how to photograph and present your work professionally is, as well.

ART 4510 Jewelry Design II (4)
Prerequisite: ART 3510
Offered: Every fall semester
This course follows Jewelry Design I and Jewelry and Metalsmithing II, students will further develop their skills with the processes they have learned. Students will have the opportunity to further develop their personal style and direction. Students will research how to continue their design and studio work after graduation. Portfolio preparation for post-graduation will be a focal point in the development of new work. Research will be required to help guide students in new techniques and material experimentation.

ART 4603 Sculpture III: Public Sculpture and Site Specificity (4)
Prerequisite: ART 3603
Offered: Every Spring semester
Students will learn about creating public sculpture, including how to consider site specificity, how to apply to calls and write proposals for projects. They will further their experience working in welded metal and mold-making for casting, along with materials and methods of their choice. Students will be required to apply to an RFQ as well as understand and create a digital portfolio, budget and artist statement with which they can apply to more calls after graduation.

ART 4900 Capstone: Senior Show and Art Talk (1)
Prerequisites: Senior standing
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.

BIOLOGY (BIO)
School of Sciences and Mathematics

BIO 1100 General Biology I and Laboratory (4)
General Education: Quantitative/Analytical course
Offered: Every fall semester
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
This course focuses on the principles of genetics, biodiversity, ecology and evolution. Lecture three hours; laboratory two hours.

BIO 2240 Invertebrate Zoology and Laboratory (4)
Prerequisite: BIO 1100 or BIO 1110 with a grade of C- or better
Offered: Periodically based on student need
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 2300 Human Anatomy and Physiology I and Laboratory (4)
Prerequisite: BIO 1100 or BIO 1110
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
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 3200 Evolution (4)
Prerequisite: BIO 1110 with a grade of C- or better
Offered: Spring semesters, 2026 and 2028
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 with a grade of C- or better
Offered: Periodically based on student need
This is a detailed study of the evolution of vertebrates and the organ systems of representative vertebrates including lamprey, perch, shark, and pig. Lecture three hours; laboratory two hours.

BIO 3350 Infectious Diseases (4)
Prerequisite: BIO 1100 or BIO 1110 with a grade of C- or better
Offered: Periodically based on student need
This course provides an in-depth exploration of infectious diseases, with a focus on understanding the pathogenesis of infectious agents. Students will explore the intricate mechanisms of pathogenesis and the interplay between invading pathogens and the host immune response. Lecture three hours; laboratory two hours.

BIO 3400 Ecology and Laboratory (4)
Prerequisite: BIO 1100 or BIO 1110 with a grade of C- or better
Offered: Fall semesters, 2026 and 2028
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: Spring semesters, 2027 and 2029
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. Cross-listed with OBA 1110.

BIO 3480 Conservation Biology (4)
Prerequisite: BIO 1100 or BIO 1110 with a grade of C- or better
Offered: Spring semesters, 2026 and 2028
This course examines the causes, consequences, patterns, and means of reducing biodiversity loss. Topics will include defining and quantifying biodiversity, ecosystem services, habitat destruction, invasive species, climate change, conservation management, and conservation policy. Lecture three hours.

BIO 3490 Aquatic Ecology and Laboratory (4)
Prerequisite: BIO 1100 or BIO 1110 with a grade of C- or better
Offered: Fall semesters, 2025 and 2027
This course examines the classification, structure, and function of inland aquatic ecosystems. Topics will include natural history, energy flow, nutrient cycling, ecosystem functioning, and human impacts on aquatic resources. Lecture three hours, laboratory three hours.

BIO 3600 Developmental Biology (4)
Prerequisite: BIO 1100 or BIO 1110 with a grade of C- or better
Offered: Periodically based on student need.
This course will survey the principles of the development of major organ systems and their underlying molecular and cellular mechanisms. This course is designed to explore the fundamental concepts that regulate animal development from fertilization to the adult organism. Lecture three hours; laboratory two hours.

BIO 3650 Cell Biology and Laboratory (4)
Prerequisites: BIO 1100 and BIO 1110 with a grade of C- or better; CHM 1100 and CHM 1200
Offered: Spring semesters, 2026 and 2028
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 and BIO 1110 with a grade of C- or better
Offered: Spring semesters, 2027 and 2029
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 and BIO 1110 with a grade of C- or better; CHM 1100 and CHM 1200
Offered: Fall semesters, 2026 and 2028
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 3800 Internship (2-8)
Prerequisite: Junior standing; at least 12 credit 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 spring semester
This course offers student the opportunity to apply their theoretical knowledge to practical experiences in the field and learn about vocational options in Biology. The internship will consist of academic components (readings and projects), work experience, and contributions to the internship site.

BIO 4500 Special Topics (1-4)
Prerequisite: 12 hours of biology including BIO 1100 and BIO 1110 with a grade of C- or better
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, Immunology, Pathophysiology, and Modern Epidemics. May be repeated for credit under different topics.

BIO 4850 Research (1-4)
Prerequisite: Junior or senior Biology major, BIO 1100 and in BIO 1110 with a grade of C- or better
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 (4)
Prerequisite: Junior standing, BIO 1100 and in BIO 1110 with a grade of C- or better
Offered: Every fall semester
This course will focus on current topics in biology as well as serve as a review of basic concepts. This course will also focus on career preparation. Required of all majors.

BIRTH THROUGH KINDERGARTEN EDUCATION (BKE)

School of Social Sciences and Education

BKE 3100 Professional Partnering with Diverse Families (4)
Offered: Every spring semester
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 3200 Language and Culture (4)
Offered: Every fall semester
Students examine the interaction of language and society. Topics include cross-cultural communication; national language policies; multicultural verbal and non-verbal behavior, customs and traditions; prestige language; gender, ethnic, political, and class issues in sociolinguistics.

BKE 3300 Emergent Literacy for Dual Language Learners (4)
Offered: Periodically based on student need
This course is focused on supporting language acquisition and emergent literacy development in dual language learners. Topics include essential strategies necessary to support dual language learners to be fully engaged in early childhood classrooms including strategies for gathering plan and provide abundant conversational opportunities while continuing to encourage language use in L1 for dual-language learners; systems to engage families of dual-language learners in processes to support development and use of technology and environmental design to promote success of dual language learners. This course is offered on an "as needed" basis and can serve as an alternate requirement for BKE 3720.

BKE 3710 Behavior Guidance in Early Childhood Settings (4)
Offered: Every spring semester
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 Educator Preparation 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, 2026 and 2028
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
Corequisite: BKE 3730
Offered: Fall semesters, 2026 and 2028
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 Educator Preparation Program
Offered: Periodically based on student need
This course focuses on promoting and maintaining health and wellbeing 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 Educator Preparation Program, PSY 2100
Corequisite: 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 Educator Preparation Program, PSY 2100
Corequisite: 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 Educator Preparation Program
Co-requisite: BKE 3755
Offered: Periodically based on student need
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 Educator Preparation Program
Co-requisite: BKE 3745
Offered: Periodically based on student need
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 or business majors designed to show the breadth of knowledge essential to pursuing a career in business.

BUS 2002 Organizational Behavior and Management (4)
Offered: Every semester
This course focuses on behavior and management within work settings. Organizational functioning is complex and no single theory or 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 semester
This course offers a basic understanding of marketing goods and services including marketing functions, consumer behavior, merchandising considerations, pricing, and government regulations for commodity and industrial markets. The role of buyers in the purchasing process is studied. A major purpose of the course is to analyze the strategic functions of marketing through exploration of product, price, distribution, and integrated marketing communications decisions.

BUS 2300 Principles of Personal Finance (4)
Offered: Periodically based on student need
This course is for all students in any major interested in investigating and learning the principles of personal money management. Topics include the management of student debt, budgeting for an individual or family, how to generate saving for important life events including retirement, the use of insurance and the options available for investing.

BUS 2401 Advancing with Excel (4)
Offered: Periodically based on 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 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 and prepare those taking this course for the Excel Certification Exam.

BUS 2402 Assessing and Accessing Data (2)
Offered: Periodically based on 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 2600 Forecasting and Logistics (3)
Offered: Every fall semester. (Note: This course will be taught online by instructor(s) from another college via a partnership. Please be aware of differences in start and end dates for the course.)
Have you ever wondered how that Amazon package arrived at your door so quickly? Supply chain management is the process by which organizations get us the products we consume, and companies need talented employees to help optimize their supply chain. This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service. This online class has optional live sessions.

BUS 2720 Descriptive Business Analytics (4)
Prerequisite: MAT 1050
Offered: Every spring semester
This course offers understanding of data mining, the use of spreadsheets, applicable descriptive statistics, probability and confidence intervals, methods of estimation, and linear regression analysis. The course is designed to offer students an introduction to data visualization techniques, such as Tableau, and to focus on learning the statistical analytics in Excel.

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. This class will include the nature, function of hiring and the recruitment of employees to meet the goals of the organization. It will identify and define staff development and why it is necessary in today's global market. It will look at the contract negotiations process and labor unions and how it affects employee compensation. Students will learn methods of staff motivation and retention along with evaluating work performance. The course will address the various Federal, State, and local laws and rulings and how they apply to employers and employees. Current events are an important part of the course.

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 introduction 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: Periodically based on student need
The objective of this course is to provide the student with an understanding of advertising and brand promotion theory and practices, the environment in which they operate, and their role in our society. The course is designed to provide students with a solid background that will enable them to think critically about advertising and promotion, whether they work directly in the field, pursue careers that utilize promotion, or wish to understand it as a force in our society.

BUS 3330 Consumer Behavior (4)
Prerequisites: BUS 2003, junior standing, minimum cumulative grade point average of 2.5
Offered: Periodically based on 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 3360 Marketing Research (4)
Prerequisite: BUS 2003 with a grade of C-, minimum cumulative grade point average of 2.5
Offered: Periodically based on student need
This course is designed to give students a basic understanding of marketing research, how to use it, and how

to conduct it. Students will be introduced to the different methods of marketing research and the application of these methods to real-world problems. Students will learn theoretical and methodological concepts for conducting applied marketing research. The course explores quantitative methods such as surveys, and qualitative methods such as focus groups. Students will learn by conducting marketing research on selected problems. Students will get hands-on experience by developing a research project, collecting and analyzing data, reporting and presenting results, and making recommendations.

BUS 3400 Financial Management (4)
Prerequisites: ACC 1102, junior standing, minimum cumulative grade point average of 2.5; recommended prerequisite 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 3401 Keep Advancing with Excel (4)
Prerequisite: BUS 2401 with a grade of C- or better, junior standing, minimum cumulative grade point average of 2.5
Offered: Periodically based on student need
This course is a continuation of BUS 2401 Advancing with Excel. It will afford students the opportunity to learn the advanced functionality of Microsoft Excel. General topics included are working with financial functions, auditing a workbook and tracing errors, performing what-if analyses using data tables and scenario manager, enabling and using the solver tool, cleaning and visualizing "Big Data" using power query and power pivot, geographically charting data using power maps, collaborating and sharing workbooks, manipulating data using text and database functions, and automating procedures with a more in-depth examination of macros and VBA (Visual Basic for Applications). The course will also include an overview and discussion of Power BI.

BUS 3410 Introduction to Investments (4)
Prerequisites: BUS 3400, Junior standing, minimum cumulative grade point average of 2.5
Offered: Periodically based on student need
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 (4)
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. Students will 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 5 minor presentations in the classroom setting and 3 major presentations over the course of the semester that will be showcased campus wide.

BUS 3600 The Legal Environment of Business (4)
Prerequisites: Junior standing, minimum cumulative grade point average of 2.5
Offered: Every fall semester
This course prepares the student to the understand the legal and ethical framework of business. Contracts, negotiable instruments, consumer and employment laws, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

BUS 3650 Sourcing and Operations (3)
Prerequisite: BUS 2600, junior standing, minimum cumulative grade point average of 2.5
Offered: Every spring semester. (Note: This course will be taught online by instructor(s) from another

college via a partnership. Please be aware of differences in start and end dates for the course.)
In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part coming from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. You will have the opportunity to apply this knowledge by conducting a real-world case study of a product of your choosing. This online class has optional live sessions.

BUS 3720 Predictive Business Analytics (4)
Prerequisites: MAT 1050 and BUS 2720, junior standing, minimum cumulative grade point average of 2.5
Offered: Every fall semester
This course offers understanding of predictive data analysis, multiple regression, demand forecasting, linear and nonlinear optimization models and Monte Carlo simulation. The course enhances student capability in data visualization and oral presentation of predictive business analytics.

BUS 3800 Internship (1-8)
Prerequisites: Junior standing; at least 12 credit 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 4110 Case Studies in Business Analytics (4)
Prerequisites: BUS 2720 and BUS 3720, junior standing, minimum cumulative grade point average of 2.5
Offered: Every spring semester
This course is a series of case studies in data governance and data analysis found in various business processes. At least one case study focuses on laws governing information and compliance requirements in order to create an ethical, secure digital environment. Students will produce presentations for data-informed decision making.

BUS 4120 Applications of Business Analytics (4)
Prerequisites: BUS 4110, junior standing, minimum cumulative grade point average of 2.5
Offered: Every fall semester
Students will perform an analysis of data in a real business situation to be determined by the instructor. Working in teams, the student project will cover a business analytics problem from beginning through various stages of analysis. Student teams will produce presentations featuring data-backed ideas or recommendations to enhance business performance.

BUS 4210 International Business (4)
Prerequisites: ECO 2200, 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 and Organizational Development (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 4303 Digital Marketing (4)
Prerequisites: BUS 2003 and BUS 2720, junior standing, minimum cumulative grade point average of 2.5
Offered: Every spring semester
Students will study the creation and advancement of digital marketing campaigns and learn the analytics used to evaluate the effectiveness of a digital marketing campaign. The analytics involve paid advertising, mobile marketing, email marketing and social media marketing. In addition, this course introduces the ethics of information privacy, accessibility and ownership.

BUS 4310 International Marketing (4)
Prerequisite: ECO 2200; 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 (1-4)
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 for credit a maximum of three times under different topics.

BUS 4520 Special Topics in Management (1-4)
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 for credit a maximum of three times under different topics.

BUS 4530 Special Topics in Marketing (1-4)
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 for credit a maximum of three times under different topics.

BUS 4540 Special Topics in Finance (1-4)
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 for credit a maximum of three times under different topics.

BUS 4600 Supply Chain Management Capstone (3)
Prerequisite BUS 2600 and BUS 3650, junior standing, minimum cumulative grade point average of 2.5
Offered: Every fall semester. (Note: This course will be taught online by instructor(s) from another college via a partnership. Please be aware of differences in start and end dates for the course.)
This course - built in collaboration with corporate advisors - is the culmination of your work as a student of supply chain management. In this course you'll be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. By the end of this course, you will have built experience in solving real-world supply chain problems and seeing how your solutions compare to the professionals. This online class has optional live sessions.

BUS 4900 Business Policy and Strategy (4)
Prerequisites: ECO 2200, ACC 1102, BUS 2002, BUS 2003, BUS 2720, BUS 3400, senior standing, minimum cumulative grade point average of 2.5
Offered: Every 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)

CLD 1100 Exploring Career and Life Directions (2)
Prerequisite: Freshman or sophomore standing or permission of instructor
Offered: Periodically based on student need
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 not receive credit for both CLD 1100 and CLD 2100. Students may take both CLD 1100 and CLD 3100 for credit.

CLD 2100 Define Your Path (1)
Prerequisite: Sophomore standing or permission of the Director of Career and Personal Development.
Offered: Every semester
Students in this course will identify their interests, personality, skills and values using an online career assessment tool, research Greensboro College majors, and explore careers and occupations of potential interest. This course also requires the development of a resume. Important outcomes of the course are an improved sense of self and academic/career motivation. Students may not receive credit for both CLD 1100 and CLD 2100.

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 may include the use of outside guests. This course requires the development of a resume, cover letter, and LinkedIn profile and participation in a mock interview either in person or using an Artificial Intelligence (AI) program. Important outcomes of the course are: 1) improved sense of academic/career motivation; 2) hands-on exposure to/experience with career fields of interest; 3) development of a foundation of knowledge and skills necessary to obtain internships and employment. Students may take both CLD 2100 and CLD 3100 or both CLD 1100 and CLD 3100 for credit.

CHEMISTRY (CHM)
School of Sciences and Mathematics

CHM 1100 General Chemistry I and Laboratory (4)
Prerequisite: MAT 1050 with a grade of C- or better 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: CHM 1100 with a grade of C- or better
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: CHM 1200 with a grade of C- or better
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: CHM 3100 with a grade of C- or better
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: CHM 3200 with a grade of C- or better
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: CHM 3200 with a grade of C- or better. 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 3400 Design/Methods of Scientific Research (2)
Prerequisite: CHM 3200 with a grade of C- or better
Offered: Periodically based on student need
Students learn to explore primary scientific literature, develop a research project and—depending on student and faculty interest—learn advanced laboratory skills. Usually followed by CHM 4500 in the senior year, the course results in a research paper/proposal.

CHM 4500 Research (1-4)
Prerequisite: CHM 3200 with a grade of C- or better
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 better, 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 better
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 better and MAT 2140 with a grade of C- or better
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 better
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 better, or CSC 1300 with a grade of C- or better
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. Cross-listed with SOC 2260.

CRI 3100 Deviance (4)
Offered: Fall semesters, 2026 and 2028
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, 2025 and 2027
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, 2026 and 2028
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, 2025 and 2027
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 credit 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, 2026 and 2028
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. May be repeated for credit under different topics.

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: Every fall semester
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: Every spring semester
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: Every fall semester
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 (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. Cross-listed with KIN 1510. May be repeated for credit.

DAN 2010 Ballet II (2)
Offered: Every spring semester
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: Every fall semester
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: Every spring semester
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 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 3030 Musical Theatre Performance III (4)
Prerequisite: THE 2060 or instructor's approval
Offered: Periodically based on student need
Continuing the training of the Musical Theatre Student, this course will explore incorporating dance into the Musical Theatre performance experience. Students will research specific Broadway choreographers and their dance styles for musical theatre. A performance and a written related component culminates the research.

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, or DAN 2210
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 4500 Special Topics in Dance (1-4)
Offered: Periodically based on student need
This course presents special topics in dance. May be repeated for credit under different topics.

DATA SCIENCE (DAT)
School of Natural Sciences and Mathematics

DAT 1100 Introduction to Data Science (1)
Offered: Every fall semester

Describes the field of data science and data science careers. Students will read current media or journal articles involving data science including ethical and security issues, and present written and oral analyses.

DAT 1200 Data Wrangling (4)
Offered: Every spring semester
Understand various data formats, including CSV, TSV, XML, and HTML; learn Python skills and data structures and transfer those skills to acquire data through various sources and then clean, analyze, and present both structured and unstructured data efficiently.

DAT 2200 Data Analytics and Visualization (4)
Prerequisite: DAT 1200 with a grade of C- or better and MAT 2360 with a grade of C- or better
Offered: Every fall semester
Study of the data analysis process; exploratory data analysis and visualization; selection of data modeling techniques; identification of important attributes; and presentation of data analysis results. Use data-driven programming in R and Python for the handling, formatting, and visualization of complex data.

DAT 3000 Fundamentals of Information Security (1)
Prerequisite: DAT 1200 with a grade of C- or better
Offered: Every spring semester
An introduction to cryptography, security management, network and computer security, and cloud security. Topics covered include cybersecurity, fundamental security design principles, web and database security; as well as common cryptography algorithms and hashing functions.

DAT 3160 Principles and Techniques of Data Analytics I (3)
Prerequisites: DAT 1200 with a grade of C- or better, DAT 2200 with a grade of C- or better, and MAT 2060 with a grade of C- or better
Offered: Every fall semester, online only
This course is based heavily on UC Berkeley's Data 100 class. Data Analytics combines data, computation and inferential thinking to solve challenging problems and understand their intricacies. This class explores key principles and techniques of data science, and teaches students how to create informative data visualizations. It also explores particular concepts of Linear Algebra which are central to Data Science. This online class has optional live sessions.

DAT 3260 Principles and Techniques of Data Analytics II (3)
Prerequisites: DAT 1200 with a grade of C- or better, DAT 2200 with a grade of C- or better, DAT 3160 with a grade of C- or better, and MAT 2060 with a grade of C- or better
Offered: Every spring semester, online only
This course builds on Principles and Techniques of Data Analytics I to provide students with a more robust understanding of the tools of a Data Scientist. Data Analytics combines data, computation and inferential thinking to solve challenging problems to thereby better understand the world. This class explores key principles and techniques of data science, including quantitative critical thinking and algorithms for machine learning methods. It will also introduce students to the ways in which data analytics is deployed in healthcare, marketing, political science, criminal justice, and other fields. This online class has optional live sessions.

DAT 3370 Seminar I (4)
Prerequisite: DAT 2200 with a grade of C- or better and MAT 3360 with a grade of C- or better
Offered: Every spring semester
Students will explore the methodologies for discovering patterns in datasets such as classification, clustering, associations, and anomaly detection. Opportunities will be available to experiment with data mining tools such as R, Weka, or Oracle Data Miner. The seminar will conclude with both oral and written presentations with appropriate data visualizations.

DAT 3380 Seminar II (4)
Prerequisite: DAT 3370 with a grade of C- or better
Offered: Every fall semester
Practical experience working on real problems under the supervision of a faculty member experienced in data science. The seminar will conclude with both oral and written presentations with appropriate data

visualizations.

DAT 4900 Data Analytics Practicum (3)
Prerequisites: MAT 2060, MAT 2140 or CSC 2300, DAT 3160, DAT 3260 with a C- or better
Offered: Every fall semester, online only
This course is a capstone project in which students are asked to work through a full data science workflow on a set of real data drawn from sports, politics, business or public health. This course exists to prepare students for the kind of work they will do on Data Science or Analytics teams, and as such, also features an emphasis on interviewing for jobs in the space and communicating results to stakeholders. This online class has optional live sessions.

ECONOMICS (ECO)
School of Business

ECO 2200 Principles of Microeconomics (4)
General Education: Societies and Structures course
Offered: Every fall semester
This course explores how economic principles influence decision-makers within a market economy, including consumers, businesses, and workers. It addresses essential topics such as different market structures. perfect competition, monopoly, oligopoly, supply and demand fundamentals, consumer behavior, production dynamics, costs, and the labor market.
Additionally, the course examines the government's role in addressing market issues, promoting competition, and regulating markets.

ECO 2300 Principles of Macroeconomics (4)
General Education: Societies and Structures course
Offered: Every spring semester
This course offers a thorough understanding of how our economy functions. It examines how the economic system affects national income, unemployment rates, and inflation. Key topics include fiscal, monetary, and supply-side policies and the influence of international trade on economic relationships. By combining theoretical insights with practical examples, this course equips students with the skills to assess economic policies and their societal implications.

ECO 3250 Current Economic Issues (4)
General Education: Societies and Structures course
Prerequisites: Junior standing, minimum cumulative grade point average of 2.5
Offered: Every spring semester
This course applies the economic principles introduced in ECO 2200 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 2200, 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 2200; 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 studies 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 (1-4)
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 for credit a maximum of three times under different topics.

EDUCATION (EDU)
School of Social Sciences and Education

EDU 2100 21st Century Schools I (2)
Corequisite: 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 Educator Preparation Program including teacher dispositions and a dispositions self-assessment instrument.

EDU 2101 Field Component for 21st Century Schools I (1)
Corequisite: 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 fall 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 Educator Preparation 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 3355 Educational Assessment (4)
Prerequisite: Admission to Educator Preparation 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.

EDU 3770 Disciplinary Literacy (3)
Prerequisite: Admission to Educator Preparation 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 Educator Preparation 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. May be repeated for a total of three credit hours.

EDU 4500 Special Topics in Education (4)
Prerequisite: Permission of the instructor
Offered: Periodically based on student need
This course provides an opportunity for advanced study in special topics related to education. May be repeated for a total of sixteen credit hours under different topics.

EDU 4930 Student Teaching Seminar (2)
Prerequisite: Admission to Student Teaching
Corequisite: EDU 4940 or EDU 4970
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
Corequisite: 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 North Carolina Teacher Candidate Rubric is the 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 4970 Student Teaching for Post-Baccalaureate Candidates (4)
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 during this 16-week placement. 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 North Carolina Teacher Candidate Rubric is the 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. This includes edTPA.

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 North Carolina Teacher Candidate Rubric 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 Educator Preparation Program; EDU 3100 is strongly recommended
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.

ELE 3755 Arts and Literature for Children (4)
Prerequisites: Admission to Educator Preparation 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 Educator Preparation Program; EDU 3100 is strongly recommended
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.

ELE 3780 English Language Arts Methods and Assessment (3)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Offered: Every spring 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.

ELE 3781 Field Component for English Language Arts Methods and Assessment (1)
Prerequisite: Admission to Educator Preparation Program and EDU 2770; EDU 3100 is strongly recommended
Corequisite: ELE 3780
Offered: Every spring 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.

ELE 3790 Mathematics Methods and Assessment (3)
Prerequisites: MAT 1010 or MAT 1050, admission to Educator Preparation Program; EDU 3100 is strongly recommended
Offered: Every fall 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 corequisite for this course.

ELE 3791 Field Component for Mathematics Methods and Assessment (1)
Prerequisites: MAT 1010 or MAT 1050, admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: ELE 3790
Offered: Every fall semester
This fieldwork is designed to give students specific opportunities to practice the methods taught in ELE 3790.

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: ECM 1000 with a grade of C- or better 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: ECM 1100 with a grade of C- or better
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. Pass/Fail grading only. May be repeated for a maximum of two credits.

ECM 2110 Global Texts (H) (4)
General Education: Artistic/Literary course, Humanities course
Prerequisite: ECM 1120 or equivalent
Offered: Periodically based on student need
This course provides a comparative introduction to a variety of texts (e.g., novels, poetry, graphic novels, films) from around the globe. Works from different regions of the world are analyzed with an emphasis on understanding how the particular values, ideas, and traditions of diverse cultures compare, as well as what themes and motifs appear common to texts from across disparate cultures.

ECM 2129 World Drama (H) (4)
General Education: Artistic/Literary course, Humanities course
Prerequisite: ECM 1120 or equivalent
Offered: Every spring semester
Rituals, plays, and other performances have been used since antiquity to express the deepest desires and conflicts of human culture. Yet drama as an art form has varied over time and across the globe. In Greek tragedy, myths were repurposed to dramatize stories about people who make terrible mistakes, with life-changing consequences. In classical Japanese Noh, subtle and symbolic gestures of the actors were reflected in the music and poetry of fleeting images and departing emotions. French neoclassical drama reveals an obsession with exactly how stories should unfold on the stage. We will examine these and other differences in drama by analyzing how narratives can work on the stage, and how cultural and historical contexts shape artistic values. By reading a mix of Western and non-Western plays, students learn about the origins and comparative development of literary drama. While at times we will imagine how scenes might be staged and how to interpret lines, no acting ability is needed to succeed in the course.

ECM 2130 Other Worlds: Science Fiction and Fantasy (H) (4)
General Education: Artistic/Literary course, Humanities course
Prerequisite: ECM 1120 or equivalent
Offered: Periodically based on student need
Worlds other than our own are the focus of the two genres of fiction that we will explore together: science fiction and fantasy. Science fiction (SF) integrates a change to our universe, such as altering the laws of physics or anticipating future technologies, and engrosses us in the narrative that spins out from this conceptual point of departure. Space travel to alien worlds, androids who pass as humans, and life on post-apocalyptic earth are all examples of SF scenarios. Fantasy, on the other hand, replaces our everyday world with something extraordinary. We may know that hobbits, Harry Potter, and Alice in Wonderland are impossible creatures, yet often these narratives help us reflect critically on the value of understanding multiple perspectives in our everyday world. We will read works from both genres, using a literary perspective to analyze how the authors use language and narrative techniques to help us take imaginative journeys to other worlds. Students will demonstrate their learning through a variety of methods: different kinds of writing assignments; creative projects; oral presentations; and lots of thoughtful discussion.

ECM 2140 Gods and Monsters: Mythology (H) (4)
General Education: Artistic/Literary course, Humanities course
Prerequisite: ECM 1120 or equivalent
Offered: Periodically based on student need
Who created the universe—and how? How will the world end? Why do so many cultures have a flood story similar to Noah's Ark? What do mythic monsters—the minotaur in the labyrinth, Medusa, the Midgard Serpent, the wendigo—reveal about the human mind? In this course, students answer these and other questions by exploring myth-making across time and around the globe. Each semester, the course will examine at least four mythological traditions, including those of non-Western cultures. Examples might include ancient Egyptian, Classical Greek, Chinese, and Norse. Myths are read in English translation and will be organized either by regional tradition or by types of myth. Students will be encouraged to connect myth-making with the modern world and contemporary fiction, such as the Percy Jackson series. We examine the claims of controversial thinkers who use myths to explain human behavior.

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 Special Topics in Film (H) (4)
General Education: Artistic/Literary course, Humanities course
Prerequisite: ECM 1120 or equivalent
Offered: Spring semesters, 2027 and 2029
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. May be repeated for credit under different topics.

ECM 2180 Young Adult Literature (H) (4)
General Education: Artistic/Literary course, Humanities course
Prerequisite: ECM 1120 or equivalent
Offered: Periodically based on student need
Students will explore literary works through thematic analysis of issues in contemporary society. In addition to examining the importance of language, plot, character development, and style in YA literature, we will also focus on the social contexts in which works are produced and how they reflect the ever-changing and complicated worlds that young adults navigate. Novels will be supplemented by a variety of literary genres, as well as related music, art, and other media. Various critical perspectives will be introduced, and students will be encouraged to think critically about the works they read. Emphasis will be placed on developing written analyses of selected works; additionally, class discussion and active engagement are required for successful completion of ECM 2180. 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 Special Topics: Literary Imagination (H) (4)
General Education: Artistic/Literary course, Humanities course
Prerequisite: ECM 1120 or equivalent
Offered: Periodically based on student need
How does a fiction writer create a whole new world from words alone? Using only written language, great writers generate wonders of the imagination that delight and move us. In this introductory course, students develop a literary perspective as they read, analyze, and discuss how authors use style, point of view, and literary devices to engage us in journeys of the imagination. We will work on two levels: unpacking how lines or passages can be interpreted, and connecting these smaller parts to the larger whole. While we may use other media to explore concepts, the course focuses on reading several novels or the equivalent in poetry. Selected readings will be tied to a single topic or problem, which will be advertised before the start of the term. May be repeated for a total of eight credit hours under different topics.

ECM 2310 Improving Conversation and Communication (4)
Prerequisite: ECM 1100
Offered: Periodically based on student need
"How do I start a conversation? What do others expect from me? What are the rules of turn-taking, and how can I participate in a meaningful dialogue with others?" These are the everyday questions that frame the course as we explore how to apply principles of interpersonal communication in real-life settings. While the focus is on oral communication, students will also learn what the research tells us about interpreting nonverbal communication, with reference to behavioral norms in the US. The course also addresses cultural and generational differences, enunciation and diction, spontaneous speaking, and techniques for presenting yourself effectively in different professional and personal situations. By applying communication principles and doing lots of practice, students improve their conversation and communication.

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. Cross-listed with 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 2360 Visual Communication (4)
Prerequisite: ECM 1120
Offered: Periodically based on student need
Designed for beginners with no background in art, this course introduces students to some of the basic principles of visual design that enhance 21st-century communication. While the specific design principles to be explored may vary by semester, representative examples include when and how to use contrast, balance, visual hierarchy, typography and font selection, negative space, lines, scale, and color schemes. Students practice these visual design principles and apply them in digital media projects to deliver more compelling multimodal messages. Topics may include when to use different layouts, web design features such as navigation aids, creating infographics, constructing digital flyers and brochures, the basics of using layers and masks in Photoshop, or optimizing media files for use in different social media.

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 (H) (4)
General Education: Artistic/Literary course, Humanities course
Prerequisite: ECM 1120 or equivalent
Offered: Every fall semester
Canonical and contemporary works of literature will be discussed and analyzed as a route to developing and honing students' own writing skills in a variety of forms, including fiction and poetry and, at the discretion of the instructor, additional genres such as screenwriting, or creative non-fiction. Students will be encouraged to submit works produced during the course to The Lyre, the campus literary magazine, and/or participate in a final public reading.

ECM 2480 Screenwriting (H) (4)
General Education: Artistic/Literary course, Humanities course
Prerequisite: ECM 1120 or equivalent
Offered: Every spring
This course covers the most important aspects of the art and craft of writing for the screen. Topics include techniques for generating ideas; for creating conflict; for structuring scenes and producing strong characters; as well as other tools of the trade, such as screenplay format, the rudiments of classical story structure, and the essentials of writing with an eye on economy and the cinematic. Students will write their own original screenplays as well as analyze existing samples of the form.

ECM 2510 Critical Methods (4)
Prerequisite: ECM 1120
Offered: Periodically based on student need
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.

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: Fall semesters, 2025 and 2027
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.

ECM 2720 Podcasting (4)
Prerequisites: ECM 1100 recommended
Offered: Periodically based on student need
Students learn how to create, edit and distribute podcasts, with a focus on audio podcasts. This hands-on course provides training in how to use the state-of-the-art equipment in the GCC podcasting studio to produce a podcast show. Students learn work flow, types of microphones, basic recording techniques, intros and outros, exercises to improve vocal delivery, how to stage guest interviews, and methods to improve audio quality through editing choices and use of software. Practice in the podcasting studio or an equivalent set up is a requirement.

ECM 2740 Communication Practicum (1-2)
Prerequisites: ECM 1120; at least one ECM course at the 2000 level or higher; permission of your advisor and the ECM department.
Offered: Periodically based on student need
The communication practicum is a structured work experience that provides students with focused training in, and exposure to, an area or skill set used in communication and media fields. Unlike an internship, which often involves one student and one work site, the practicum may involve a team of students doing ongoing work to produce a deliverable, plan and execute a promotional campaign, generate content for a dynamic social media platform, or otherwise achieve measurable communication goals over time. The practicum must involve a public sharing of the deliverable(s). Both advisor and departmental permissions are required. May be repeated for a total of eight credit hours.

ECM 2810 New Media Studies (4)
Prerequisite: ECM 1120 or equivalent
Offered: Periodically based on student need
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 2820 Web Authoring and Usability (4)
Prerequisites: ECM 1120
Offered: Periodically based on student need
Students use readily available website-building software to plan, design, and complete a website for a specific purpose and audience. This course introduces the basic principles of web authoring, with attention to research on UI/UX principles and usability studies. The course includes topics such as targeting and understanding an audience, search engine optimization, rendering due to platform and browser differences, basic web analytics, ethical considerations when driving traffic to a web site, writing for the web, and adhering to legal requirements. No knowledge of computer programming or scripting is required to take the course; however, students are expected to be able to create a standard web page using HTML, recognize and use basic CSS, and explain how meta tags can be used. Basic visual design principles are explored.

ECM 2830 Social Media and Reputation Management (4)
Prerequisites: ECM 1120
Offered: Periodically based on student need
Social media play a key role in the overall messaging of many organizations, including both non-profit and for-profit businesses, educational institutions, and government agencies. Companies collect and analyze social media metrics in part because when we quantify audience actions, we can also compare which strategies work more effectively to achieve certain objectives. Sometimes, though, the unexpected can happen. A mistake or an incident can hurt a brand, just as sometimes people suffer a hit to their reputation due to a communication lapse. For businesses, reputation management is an investment designed to prevent loss of revenue or brand relevance. In this course, students study case histories, principles of digital media, and social media marketing research to understand how organizations manage brand reputation through specific social media strategies.

ECM 2840 Sports and Media (4)
Prerequisites: ECM 1120
Offered: Periodically based on student need
Students explore representations of sports organizations, sports celebrities, competitive events, and athletic controversies across different media. Different kinds of sports journalism—such as sports writing, interviewing, live broadcasting, and commentating—are compared and analyzed to determine effective tone, target audience, and style given the purpose and venue. The course may draw from selected films and fictional works in order to highlight challenges encountered when covering sports. Students are encouraged to explore issues that frequently make the news, including diversity efforts; gender parity; celebrity athletes; the role of sports in promoting social justice; prevention of cheating; use of performance-enhancing drugs; competing fitness regimens; and media representations of coaches and coaching.

ECM 3010 British Literature I (4)
Prerequisite: ECM 1120 or equivalent
Offered: Periodically based on student need
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: Periodically based on student need
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: Periodically based on student need
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: Periodically based on student need
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 (H) (4)
General Education: Artistic/Literary course, Humanities course
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. As an example, the course might focus on German folklore 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 GER 3100.

ECM 3200 Shakespeare (4)
Prerequisite: ECM 1120
Offered: Fall semesters 2026 and 2029
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 3400 Genre, Mode, or Form: Focused Study (4)
Prerequisite: ECM 1120 or equivalent
Offered: Periodically based on student need
This course provides a focused study of a particular literary genre, mode, or form, such as the memoir, satire,

Gothic literature, the bildungsroman, the chivalric romance, or the graphic novel. Particular attention will be paid to the literary as well as cultural and historical contexts of the genre, mode, or form. Since the focus of the study may vary by term, the course syllabus will identify the area of concentration.

ECM 3440 The Graphic Novel (4)
Prerequisite: ECM 1120 or equivalent
Offered: Periodically based on student need
This course investigates one of the most rapidly growing and influential forms of literature today, the graphic novel. Combining literary and historical approaches to investigating this sequential art, we will learn about its joint ancestry in fine arts and literature; examine its historical development up to the twenty-first century; and analyze some of the broader cultural and aesthetic factors that have accounted for its growth and sophistication as a genre. We will also attend to the broad variety of artistic and storytelling approaches that graphic novels have employed to reflect themes of politics, sexuality, censorship, cultural and ethnic diversity, and more. Readings will include classic and contemporary works by writers and artists such as Lynda Barry, Alison Bechdel, R. Crumb, Neil Gaiman, Joe Sacco, Marjane Satrapi, Riad Sattouf, Art Spiegelman, Yoshihiro Tatsumi, Chris Ware, and others.

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.

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
We 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 and 21st centuries. Students will examine the writers, texts, themes, and literary and historical contexts that have shaped the African-American literary canon. Authors studied in this course may include, among others, 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 Writers of the American South (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 literature by examining the social, cultural, and historical significance of the Southern literary tradition. The South has produced many of America's greatest writers such as Mark Twain, Edgar Allen Poe, William Faulkner, Flannery O'Connor, Tennessee Williams, and Alice Walker; however, southern literature has also grappled (perhaps more than literature from any other region) with the problems gripping the country. The course will explore and

question the concerns addressed by southern writers, including slavery, equality, poverty, family, the oral tradition, memory, and the multiple ways in which history continues to impact us today.

ECM 3540 Migration Literatures (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 the work of 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, postcolonialism, 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, Chinua Achebe, 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 gender and sexual identity. Through close reading, discussion, and critical analysis, students will have the opportunity to broaden their perspectives on gender and sexuality beyond those offered by the dominant culture. We will consider works of literature and film that interrogate and offer insight into the prevailing assumptions that define masculinity, femininity, romantic love, the nuclear family, and gender identity. They also provide insight into the ways in which ideologies of gender and sexuality are inseparable from those of race, class, gender, religion, nation and region. Readings may include: Dorothy Allison, James Baldwin, Jericho Brown, Alison Bechdel, Junot Diaz, Emily Dickinson, Michel Foucault, Tony Kushner, Audre Lorde, Annie Proulx, Adrienne Rich, Danez Smith, Walt Whitman, Oscar Wilde, and Jeanette Winterson.

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 total of eight credit hours under different topics.

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 total of eight credit hours under different topics.

ECM 3700 Pedagogy of Language and Literacy for Adolescents (9-12) (4)
Prerequisites: ECM 1120 or equivalent, admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

ECM 3701 Field Component for Pedagogy of Language and Literacy for Adolescents (9-12) (1)
Prerequisite: Admission to the Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

ECM 3800 Internship (2-8)
Prerequisites: Junior standing; at least 12 credit 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. 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: Spring semesters, 2027 and 2029
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)
Corequisite: 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)
Corequisite: 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)
Corequisite: 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: Fall semesters, 2026 and 2028
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.

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, media studies, and games and interactive media. The course has a tripartite structure involving an extended project, completion of the professional portfolio, and development of professional identity. A passing score on the major portfolio is required to complete the major in ECM.

EXERCISE AND SPORT STUDIES (ESS)

School of Sciences and Mathematics

ESS 3360 So You Want to be a Coach: Coaching and Officiating Theories and Organization (4)
Offered: Every fall semester
Students will learn the skills needed to be a successful coach and sports official including philosophies; communication and motivational principles; effective skill instruction; player and team management; and officiating principles. Students may elect to receive ASEP certification in Coaching and/or Officiating.

ESS 4360 Exercise Physiology for Special Populations (4)
Prerequisites: KIN 3350 and KIN 3390
Offered: Every fall 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, Techniques, and Administration (4)
Prerequisites: Junior standing or permission from the course instructor
Corequisite for students in the ESS/strength and conditioning concentration: ESS 4405
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. Extensive study of proper lifting and spotting techniques will be emphasized. This course also provides study of strength and conditioning program organization, administration, and oversight. This course will review many of the competencies for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS). This course covers the Practical/Applied portion of the CSCS exam content.

ESS 4405 Scientific Principles of Strength and Conditioning (4)
Prerequisites: KIN 3350 and KIN 3390
Corequisite: ESS 4400
Offered: Every fall semester
This course is designed to aid students in gaining and applying advanced scientific knowledge related to strength and athletic conditioning. Application of research evidence is emphasized including the bioenergetics and biomechanics of sport, aerobic and anaerobic adaptations to strength and conditioning, psychological aspects of sport and coaching, age- and sex-differences in strength and conditioning, and nutritional approaches for athletic performance. This course is taken concurrently with ESS 4400, Strength Training Programming and Techniques in order to prepare students for the National Strength

and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) exam. This course covers the Scientific Foundations portion of the CSCS exam content.

ESS 4410 Exercise Testing, Prescription, and Supervision (4)
Prerequisites: KIN 3350 and KIN 3390
Offered: Every spring 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. Students will be eligible to sit for the EP-C exam upon completion of the bachelor's degree and maintenance of current CPR/AED certification.

GAMES, AESTHETICS, AND DESIGN (GAD)

School of the Arts

GAD 1010 Introduction to Games (3)
Offered: Every semester, online only. (Note: This course will be taught online by instructor(s) from another college via a partnership. Please be aware of differences in start and end dates for the course.)
Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. You'll also learn the basics of game development. This course was developed in partnership with Unity and the IGDA to help everyone interested in the games industry start on the right foot. This online class has optional live sessions.

GAD 2010 Content and Systems Design (3)
Offered: Every spring semester, online only. (Note: This course will be taught online by instructor(s) from another college via a partnership. Please be aware of differences in start and end dates for the course.)
If you've ever enjoyed the experience of playing a video game, you've had a first-hand lesson in how important content and systems design are. The experience of a game is driven by four major components: content, systems, narrative, and user experience. This class will help you learn to design all four components and build a deeper understanding of the game development process and an introduction to concepts in scripting. This online class has optional live sessions.

GAD 3010 Unity I: Working with Unity (3)
Offered: Every fall semester, online only. (Note: This course will be taught online by instructor(s) from another college via a partnership. Please be aware of differences in start and end dates for the course.)
The Unity engine powers nearly 50% of all games and nearly 75% of mobile games. This course, built in collaboration with Unity and the IGDA, will introduce you to developing games in Unity. By the end of this course, you'll learn how to build a fully functioning game within the Unity system, including all key elements. This online course has optional live sessions.

GAMES AND INTERACTIVE MEDIA (GAM)

School of Humanities

GAM 1200 Games and Play (4)
Offered: Every fall
Humans love games. Ancient peoples found ways to build some play into their daily life. Why do humans spend time and money on games? What do we look for when playing video games? Students explore key features of video games, with some attention to tabletop games. Students explore evidence of animal play, virtual/embodied play, flow, win state, game rules, competitive vs. cooperative experiences, single and multiplayer games, and identifying "fun factors". This is a hands-on course that requires active exploration and play as part of the learning process.

GAM 1310 Introduction to Esports (4)
Offered: Periodically based on student need

Students explore the world of competitive gaming, with a focus on past and current esports teams and tournaments, how successful esports players adapt strategies, methods of practice, coach/team dynamics, work/life balance, mental and physical fitness, research-based theories about optimizing performance, esports injuries, roles and the esports ecosystem, and global audiences. In a given semester, students may practice game casting, commentary, and social media promotion of esports.

GAM 1400 Exploring Game Design (4)
Offered: Periodically based on student need
What elements do game designers consider when they create a video game? Students will tour the big picture of video game design: players, rules, gameplay, writing and narrative design, goals, and the underlying coding and game architecture that makes it all happen. Students sample games from the past and present to identify what makes an engaging digital game. No programming is required. An overview of the game development process and exploration of some indie tools such as Blender may be included in a given semester.

GAM 2220 Games and Society (4)
Offered: Periodically based on student need
Students use a social lens to explore how games may promote or disrupt nuanced examinations of groups and identity. Do individuals behave differently when playing alone versus with others? How do players seem to change when they go online, such as in massively multiplayer games? How do games help us recognize and address social differences in race, class, gender, family, sexuality, nationality, or religion? How can we use games to build better and more inclusive communities, and what safeguards might be used in games to provide a healthy gaming environment?

GAM 2230 Controversies in Gaming (4)
Prerequisite: ECM 1120
Offered: Periodically based on student need
Students explore present and past controversies that have influenced public discourse about digital gaming. How do children and adults process violence in video games? How common is gaming disorder, and does it affect some people more than others? What factors differentiate a healthy use of games from problem gaming? Class members read stories about gaming addiction and how people have successfully worked with licensed counselors to achieve greater well-being. The class typically draws on public debates about gaming such as effectiveness of rating systems, children's access, excessive gore, unexamined stereotypes, glorification of criminal activities, morally ambiguous quests, cheating schemes and scams, harassment in online games, crunch in the gaming industry, microtransactions and monetization, and the algorithms of loot drops that may violate gambling laws.

GAM 2250 Game Storytelling and Narrative (4)
Offered: Periodically based on student need
Students sharpen their understanding of game narrative design and storytelling techniques as they analyze examples drawn from multiple genres and eras. Topics typically include techniques for character creation and development (NPC and player), building tension through conflicts and structure, generating a backstory, making decisions about sound and visual elements, and identifying emotional connection points for players. The game genres studied may vary by semester.

GAM 2270 Game Journalism (4)
Prerequisite: ECM 1120
Offered: Periodically based on student need
This course invites students to become part of the growing field of game journalism. Game journalism as a career field includes writing, editing, and publishing game reviews; producing video critiques of a franchise, genre, or controversy; producing a podcast about gaming or creative content; commentating as part of esports competitions; interviewing leaders in the game industry; researching and reporting on game company news; or providing a focused history of a game type or genre. Students read or consume models to understand professional conventions and produce their own game journalism using different media. May be repeated for a total of eight credit hours.

GAM 2280 Game Studio (1-4)
Prerequisite: Permission of the department chair

Offered: Periodically based on student need
Game studio develops more advanced skills in a specific area of game design or game development. A suitable game project might be developing a level with Unreal or Unity game engine; developing a working prototype for a game; managing playtesting sessions to measure player engagement; or revising an article for publication in a game journal. Credit hours depend on work undertaken per week and project scope. Game Studio will involve either one-on-one mentoring or small group instruction, which means that students will be challenged in new ways and must demonstrate adaptability, flexibility, and independent learning techniques. May be repeated for a total of four credit hours.

GAM 2520 Gamers, Players, and Fans (4)
Offered: Periodically based on student need
Have you ever wondered what makes games so "addicting"? Game designers understand their target audiences: Who will be attracted to a game, which players will keep coming back for more, and how will players behave. Students identify and analyze the different features and feedback loops that encourage people to play digital games. Drawing on insights from psychology as well as business, students explore the ethical and financial implications of living in a digital world in which attention and engagement are measured, valued, and commodified.

GAM 2830 Legendary Game Designers (4)
Prerequisite: ECM 1100
Offered: Periodically based on student need
What can we learn by studying great game designers? Students immerse themselves in the biographies, contexts, and dazzling accomplishments of famous designs as they "re-live" transformative moments in the history of video gaming. While the chosen designers may vary by semester, a typical roster might feature Ken Levine, Shigeru Miyamoto, Roberta Williams, and Warren Spector. In many cases, "creatives" advance in the industry as they take on different roles, so the course examines how games are made. Students work with the historical, social, and industry contexts that have shaped the world of video games.

GAM 2940 Gaming Ecosystems (4)
Prerequisite: ECM 1100
Offered: Periodically based on student need
Games evolve in work environments that are complex. Different experts and roles are needed to turn a promising idea into a product; game trailers and other messaging are created and used to connect with consumers. Game content may expand when users contribute mods or DLC. Many games use in-game currency, loot drops, and communities to incentivize play. Esports has developed its own ecosystem that intersects with the larger field of digital games. Students analyze how digital games are designed, developed, and distributed through multifaceted networks of different experts, with attention to fan culture.

GAM 3410 Linear Level Design in Games (4)
Prerequisite: One GAM course or permission of the instructor
Offered: Periodically based on student need
Students begin the process of creating a small game through guided practice in linear level design. By playing and analyzing models from selected genres, such as dungeon crawlers, platformers, and RPGs, students expand their awareness of feature sets. The course will include paper prototyping and projects that hone problem-solving skills. Students should be aware that this course will involve learning some basic coding and demonstrating resilience as they work with software and interfaces.

GAM 3550 Interactive Narratives and Games (4)
Offered: Periodically based on student need
Students learn key principles of narrative and analyze narrative design elements in text-based games with final output focused on crafting an interactive narrative game using Twine software. Concepts from literary study such as character development, plot, backstory, story arcs, dialogue, imagery, point of view, and world-building are supplemented with introduction to some game-based mechanics, player agency considerations, and game constraints. Part of the course focuses on studying and playing models of interactive fiction to understand how non-linear narrative works. Students play games, evaluate and reflect on their features, and then apply their learning from these models as they work toward developing their own interactive game by the end of the semester. No prior programming knowledge is required.

GAM 3600 Special Topics in Game Design and Development (4)
Prerequisite: Any 2000+ GAM course or by permission of the instructor
Offered: Periodically based on student need
This is a special topics course that focuses on a specific area of game design or game development, such as getting started with Unreal's game engine or working with Blender. The topic varies by semester based on instructor expertise. Students should be aware that they will be working with software and possibly also learning some basic coding. May be repeated for credit under different topics.

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 contexts 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: Permission of the instructor
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. May be repeated for credit under different topics.

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 1101 First-Year Lab (1)
Corequisite: GCS 1100
Offered: Every semester
This course is designed to assist first-year students in their adjustment to the College community. Students in this course will explore a topic or element of Greensboro College through experiential and reflective assignments.

GCS 1150 Student Success (1)
Offered: Every spring semester
This course is a subsequent course to GCS 1100 specifically for students in the Academic Success Program. The course will allow students to continue to maximize their academic potential as outlined by the Academic Success Program.

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)
Prerequisite: Must be in good academic standing, must have completed at least one semester at Greensboro College
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. May be repeated once for a total of four credits.

HEALTH (HLT)
School of Sciences and Mathematics

HLT 2100 Medical Terminology (2)
Prerequisite: BIO 1100
Offered: Fall and Spring semesters
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; BIO 1100 recommended
Offered: Fall and spring semesters
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.

HLT 3720 Methods of Teaching Health and Safety (K-12) (4)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

HLT 3721 Field Component for Methods of Teaching Health and Safety (K-12) (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

HLT 3800 Internship (1-8)
Prerequisite: Junior standing; at least 12 credit 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 the health care setting. The major in Health Sciences requires a 4-hour internship. In addition, many graduate programs require "exposure to the field," which may be realized through participation in this course. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled Internships 3800.

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.

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, 2026 and 2028
This course surveys the racial, economic, demographic, and political history of British North America from the 1600s to 1800. 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: Spring semesters, 2027 and 2029
This course surveys the racial, economic, social, and political history of the United States from 1800 through 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: Fall semesters, 2025 and 2027
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, 2026 and 2028
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, 2025 and 2027
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, 2026 and 2028
This course focuses on the earliest political thought to the era of the Reformation; from Ancient Greece to Western Europe as it beings 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. Cross-listed with 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: Periodically based on student need
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, 2027 and 2029
The course examines the role of women and the influences of gender in American history from the colonial period to the present.

HIS 2140 America in World War II (4)
Prerequisite: Sophomore standing
Offered: Periodically based on student need
Through lectures, reading, video documentaries, and team and group projects, the course examines the long and short-term causes of American entry into WWII, the role of the American military and the experience of American servicemen in combat during the war, the political, economic, social, cultural, racial, and gender effects on the home front, and the evolving legacies, popular memory and public history of the war since 1945.

HIS 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. Cross-listed with REP 2200.

HIS 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. Cross-listed with REP 2210.

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*. May be repeated for credit under different topics.

HIS 2700 Teaching North Carolina History (4)
Prerequisite: Elementary Education or Middle Grades Social Studies major; EDU 3100 is strongly recommended
Offered: Fall semesters, 2026 and 2028
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 Educator Preparation 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 MGE 3720 and MGE 3721.

HIS 3130 Great Awakenings (4)
Prerequisites: HIS 1160 or HIS 1210 or HIS 1220 or HIS 1230 or HIS 1240
Offered: Spring semesters, 2027 and 2029
In this course, students will examine religious revivals in American history, focusing on (but not limited to) Protestant Christian revivals characterized by historians as "Great Awakenings." We will attempt to understand these revivals in their social, political, and cultural contexts, with special attention given to their interactions with other American social and cultural movements. In addition to lectures and discussions using primary sources, we will also use a series of secondary sources to analyze the different ways that historians have interpreted the role of religion in American history. Cross-listed with REP 3130.

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: Any 1000- or 2000-level HIS course, junior or senior standing unless permission granted by instructor. Recommended co-requisite for elementary education and middle grades education majors is one of EDU 3100, ELE 3760, or MGE 3720.
Offered: Fall semesters, 2025 and 2027
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.

HIS 3310 Western Political Thought II (4)
Prerequisite: HIS 1160
Offered: Spring semesters, 2027 and 2029
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. Cross-listed with POL 3310. HIS/POL 3310 or HIS/POL 2115 fulfill the HIS/POL and the POL major requirements.

HIS 3320 The Civil War and Reconstruction (4)
Prerequisite: One of HIS 1210, HIS 1220, HIS 1230, or HIS 3250
Offered: Fall semesters, 2026 and 2028
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. Particular attention is given to Reconstruction in the immediate aftermath of the war and the legacies/implications of the policies created during this tumultuous period in US history. Cross-listed with POL 3320.

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, 2026 and 2028
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. Cross-listed with POL 3360.

HIS 3370 History of Knowledge and Philosophy (4)
Prerequisite: HIS 1150 or HIS 1160 or HIS 2100 or REP 1300 or REP 1600
Offered: Spring semesters, 2026 and 2028
The history of knowledge and philosophy 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, and the contributions of key philosophers in our quest to understand the world around us. This course includes study of primary and secondary sources; works by philosophers, scholars, and historians. Cross-listed with REP 3370.

HIS 3390 History of Crime (4)
Prerequisites: CRI 2260 or HIS 1210 or HIS 1220 or HIS 1230 or HIS 1240
Offered: Spring semesters, 2026 and 2028
This course is an historical study of crime and criminal justice in the United States from the colonial era to the present. It will highlight the different (and changing) behaviors that Americans have criminalized, patterns in criminal justice related to race, class, gender, and other factors, and "the punitive turn" in criminal justice in relatively recent years. Primary and secondary sources will be utilized to understand the changing behaviors in criminalization and criminal activity as well as historical interpretations of crime and criminal justice from social, political, and cultural perspectives. Cross-listed with POL 3390.

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*. May be repeated for credit under different topics.

HIS 3700 Pedagogy of Social Studies (9-12) (3)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

HIS 3701 Field Component for Pedagogy of Social Studies (9-12) (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

HIS 4500 Special Topics Research (4)
Prerequisite: Instructor's permission; eight hours or more of history at the 3000-level or above
Offered: Periodically based on student need
This course offers a research-based seminar on an historical subject not offered in the *Catalog*. May be repeated for credit under different topics.

HIS 4900 The Historian's Craft (4)
Prerequisite: History or History-Political Science major; 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 Great Texts I: Classics of World Literature, Religion, and Philosophy from Antiquity (4)
General Education: Composition course, 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 and theology grouping).
Prerequisite: Admission to the Honors Program
Offered: Every fall semester
This "great texts" 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. The texts will come from the Bible, Daodejing, Bhagavad Gita, Plato, and others.

HON 1120 Great Texts II: Classics of World Literature, Religion, and Philosophy from the Medieval and Early Modern Periods (4)
General Education: Composition course, 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 and theology grouping).
Prerequisite: Admission to the Honors Program
Offered: Every spring semester
This "great texts" course builds on HON 1120 and explores the historical, philosophical, political, literary, and religious foundations of the modern world from the early Hellenistic Period to the 16th century Protestant Reformation. The texts will come from writers, poets, philosophers, and theologians including Aristotle, Virgil, Augustine of Hippo, Jalaluddin Rumi, Li Bai, Dogen Zenji, Thomas Aquinas, Dante Alighieri, Geoffrey Chaucer, Martin Luther, and others.

HON 2110 History and Philosophy of Modern Thought (H) (4)
General Education: Societies and Structures course (History), Humanities course
Prerequisite: Admission to the Honors Program
Offered: Every fall semester
This interdisciplinary seminar fulfills the history general education requirement for Honors students. In this course, students will carefully examine the foundations of the modern world and traces Western philosophical traditions by paying close attention to the literary, historical, philosophical, political, and religious texts and ideas from the seventeenth century to the twentieth century.

HON 2120 Critical Issues in Contemporary Society (4)
General Education: Societies and Structures course (Social Sciences)
Prerequisite: Admission to the Honors Program
Offered: Every spring semester
This interdisciplinary seminar fulfills the social sciences general education requirement for Honors students. In this course, students will reflect critically on social, political, cultural, and other issues in contemporary society. Students will also acquire and develop additional research skills.

HON 3010 Honors Research I (3)
Prerequisite: Admission to the Honors Program
Offered: Every fall semester
This seminar prepares students to embark on their Honors project by exploring research models, methods, and skills. Students will contemplate a project topic, identify and begin working with their project supervisor, write and complete their thesis prospectuses, and present it to others. By the end of HON 3010, students will submit their prospectuses to the Honors Committee. HON 3010 is required of all third-year honors students.

HON 3020 Honors Research II (1)
Prerequisite: Admission to the Honors Program
Offered: Every spring semester
In this independent study course, honors students will continue to research, revise, and edit their prospectuses under the direction of their project supervisor if their prospectus is not approved. Once the prospectus is approved by the Honors Committee, students will begin working on their Honors 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 Honors Seminar/Special Topics (4)
Prerequisite: Admission to the Honors Program
Offered: Periodically based on student need
This seminar is designed for interdisciplinary courses that faculty can offer for Honors students and other advanced students (with instructors' permissions). Topics can vary each time this course is offered. May be repeated for credit under different topics.

HON 3510 Service Learning in Honors (4)
Prerequisite: Admission to the Honors Program, 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 Independent Study (1-5)
Prerequisite: Admission to the Honors Program, Approval by Honors director and course faculty
Offered: Periodically based on student interest
Students registering for HON 3700 work with their instructors to find a suitable project of interest based on an approved upper level humanities course the student will be concurrently enrolled in. The instructor and the George Center Director must approve the advanced coursework before honors credit can be granted for this work. This course may substitute missed required Honors coursework in order to earn the Humanities minor and Honors Scholar designation. This course may be repeated for credit and to fulfill minor requirements. The credits awarded are based on the project's anticipated complexity and hours required. Only one credit per course is required for course substitution. A maximum of two core Honors sequence courses may be substituted, this is granted on a case-by-case basis. For more information, contact the George Center Director.

HON 4810 Senior Honors Project I (3)
Prerequisite: Admission to the Honors Program, 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 project. The student will meet regularly with her or his project supervisor. In addition, the student will meet regularly with other students enrolled in HON 4810 and the Honors Directors.

HON 4820 Senior Honors Project II (1)
Prerequisite: Admission to the Honors Program, 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 their project findings at a campus-wide forum during the latter part Dorisa

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 credit 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
Corequisite: 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
Corequisite: 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. Cross-listed with PSY 4150.

HFP 4900 Human Factors Practicum (4)
Prerequisites: CSC 1200, SSC 3600, PSY 4150
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. 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)
General Education: Societies and Structures course

Offered: Every semester
This course is designed to assist students in the understanding of and planning for a lifelong healthy 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: Every fall and spring semester
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 (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. Cross-listed with 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 2500 Anatomy & Physiology for Exercise & Sport Studies (4)
Prerequisite: BIO 1100
Corequisite: KIN 2505
Offered: Every spring semester
This course focuses on the cellular and biochemical aspects of anatomy and physiology and begins the study of different organ systems. This course will cover a brief review of cellular and tissue structure & function. Then full coverage of the skeletal system, bone tissue, muscular system and tissue, muscle contraction, the cardiovascular system, and the respiratory system. Lastly, partial coverage of the renal, nervous, and endocrine systems.

KIN 2505 Anatomy & Physiology for Exercise & Sport Studies Laboratory (0)
Corequisite: KIN 2500
Offered: Every spring semester
Students will complete lab experience supporting the KIN 2500 Anatomy & Physiology for Exercise & Sport Studies course. Pass/No Credit grading only.

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 spring 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: KIN 1100 and KIN 2500 or (BIO 2300 and BIO 2400)
Corequisite: KIN 3355
Offered: Every fall and summer 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)
Corequisite: KIN 3350
Offered: Every fall and summer semester
Students will complete lab experiences supporting the KIN 3350 Exercise Physiology course. Pass/No Credit grading only.

KIN 3360 Let's Build a Sports Organization: Organization, Management and Legal Aspects of Sport (4)
Offered: Every spring semester
Students will learn about the organizational and administrative theories and techniques needed to design and implement programs in leisure, physical education, and sport settings. This course includes policy, personnel, finance, facility, and event management including legal aspects and responsibilities, leadership styles, scheduling, purchasing, public relations, and marketing of a sports organization. Students will be placed in groups and will spend the semester designing and presenting their own sports organization.

KIN 3390 Biomechanics (4)
Prerequisite: A course in anatomy and physiology (BIO 2300 and PHY 1100 recommended)
Corequisite: KIN 3395
Offered: Every spring 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 are the major foci of this course.

KIN 3395 Biomechanics Laboratory (0)
Corequisite: KIN 3390
Offered: Every spring 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 for credit a maximum of one time under different topics.

KIN 3800 Internship (1-8)
Prerequisites: KIN 2350; Junior standing; at least 12 credit 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 4800 Internship 2 (4)
Prerequisites: KIN 3800; Senior standing; 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 of strength and conditioning. The major in exercise and sport studies with a concentration in strength and conditioning requires two separate and distinct 4-hour internships.

KIN 4810 Directed Study and Research (1-4)
Prerequisites: 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.

KIN 4900 The Senior Kinesiologist: Senior Capstone (4)
Prerequisites: Senior standing and KIN 2350
Offered: Every spring semester
This course provides opportunities for students to gain advanced professional knowledge of Kinesiology. Students will discuss current events; mentor younger ESS majors; read, research, and write a paper on ethics; prepare for job interviews, future employment or graduate school.

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, 2027 and 2029
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. Cross-listed with 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, 2025 and 2027
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, 2027 and 2029
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: Periodically based on student need
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, 2026 and 2028
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, 2025 and 2027
This course examines the Income Tax as it applies to individuals and includes the preparation of income tax forms both manually and with computerized programs. Cross-listed with 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. Cross-listed with 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. May be repeated for credit under different topics.

MATHEMATICS (MAT)

School of Sciences and Mathematics

MAT 1000 Intermediate Algebra (4)
Offered: Periodically based on student need
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 a window into mind-opening philosophical concepts such as infinity, fourth dimensions, chaos, and fractals; and a practical training ground for developing skills in analysis, reasoning, and thought.

MAT 1030 Mathematics of Finance (4)
General Education: Quantitative/Analytical course
Offered: Every semester
An introduction to the basic mathematics of finance. Topics covered are simple interest, bank discount, compound interest, annuities and applications of annuities.

MAT 1049 Foundations of Functions and Their Applications (4)
Corequisite: Designated section of MAT 1050 that is paired with MAT 1049
Offered: Every spring semester
This course builds the mathematical background necessary to access the topics in MAT 1050 as they are being covered. It also provides academic support by helping students gain academic tools such as the acquisition, retention, and application of information, self-assessment, time management, and effective communication. The primary goal of this course is to help students successfully complete MAT 1050. Pass/No Credit grading only.

MAT 1050 Functions and Their Applications (4)
General Education: Quantitative/Analytical course
Prerequisite: A satisfactory score on the current Greensboro College mathematics placement test OR a 2.0 or higher cumulative GPA from Greensboro College and one of the following options: a) MAT 1000 with a grade of C- or better, b) MAT 1049 with a grade of P, c) placement by the Mathematics department
Offered: Every semester

The course is focused on interpreting functions given graphically, algebraically, and numerically. The course will look at linear, piecewise, exponential, logarithmic, polynomial, and trigonometric functions. For each of these function families, we will look at both general properties and real-world applications.

MAT 1080 Introduction to the Mathematics of Computer Graphics (4)
General Education: Quantitative/Analytical course
Offered: Every spring semester
This course teaches students how to create a short animated movie, while learning the mathematics of computer graphics.

MAT 2000 Business Calculus (4)
Prerequisite: MAT 1050 with a grade of C- or better, 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: 2.0 or higher cumulative GPA from Greensboro College, placement by the Mathematics department, or a satisfactory score on the current Greensboro College mathematics placement test
Offered: Every 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 2060 Calculus I (4)
General Education: Quantitative/Analytical course
Prerequisite: MAT 1050 with a grade of C- or better, placement by the Mathematics department, or a satisfactory score on the current Greensboro College mathematics placement test
Offered: Every fall semester
The course will cover limits, continuity, the derivative and its application, the differential and anti-differentiation. 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 better
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 better
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 2140 Mathematical Logic, Structures, and Proofs (4)
Prerequisite: MAT 1050 with a grade of C- or better or placement by the Mathematics department
Offered: Periodically based on student need
This course includes combinatorial methods (systematic counting techniques), set theory, functions, propositional and predicate logic, proof techniques, mathematical induction, and sequences.

MAT 2160 Linear Algebra (4)
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 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: 2.0 or higher cumulative GPA from Greensboro College, 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: Periodically based on student need
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 Educator Preparation Program
Corequisite: 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 3050 Differential Equations (4)
Prerequisites: MAT 2060 with a grade of C- or better and MAT 2160 with a grade of C- or better
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 3360 Advanced Statistics (4)
Prerequisite: MAT 2360 with a grade of C- or higher
Offered: Every fall semester
The analysis of variance of one or more factors, multiple regression, and logistic regression.

MAT 3410 Abstract Algebra (4)
Prerequisites: MAT 2140 with a grade of C- or better and MAT 2160 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 Educator Preparation Program, MAT 3020, and PSY 3200; EDU 3100 is strongly recommended
Corequisite: 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.

MAT 3701 Field Component for Pedagogy of Mathematics (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

MAT 3990 Seminar I (2)
Offered: Periodically based on student need
This course is for mathematics majors and consists of presentation and research experiences on topics selected by the student in collaboration with the instructor. Competency in the course is demonstrated by successful collection, organization, and presentation of the selected mathematical topics. Required of all majors.

MAT 4110 Real Analysis (4)
Prerequisite: MAT 2140 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 II (2)
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 Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

MGE 3711 Field Component for Pedagogy of Science in Middle Schools (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: MGE 3710
Offered: Every fall semester
Requires contact hours in a middle grades science classroom; involves observation and participation in instructional activities.

MGE 3720 Pedagogy of Social Studies in Middle Schools (3)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

MGE 3721 Field Component for Pedagogy of Social Studies in Middle Schools (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: MGE 3720
Offered: Every fall semester
Requires contact hours in a middle grades social science classroom; involves observation and participation in instructional activities.

MGE 3730 Pedagogy of Mathematics in Middle Schools (3)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

MGE 3731 Field Component for Pedagogy of Mathematics in Middle Schools (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: MGE 3730
Offered: Every fall semester
Requires contact hours in a middle grades mathematics classroom; involves observation and participation in instructional activities.

MGE 3740 Pedagogy of Language and Literacy in Middle Schools (4)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

MGE 3741 Field Component for Pedagogy of Language and Literacy in Middle Schools (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: MGE 3740
Offered: Every fall semester
Requires contact hours in a middle grades language arts classroom; involves observation and participation in instructional activities.

MGE 4970 History and Organization of Middle Grades Education (2)
Prerequisite: Admission to Educator Preparation 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. Cross-listed with PAL 4970.

MUSIC (MUS)
School of the Arts

MUS 1001 Music Fundamentals I (2)
Offered: Every fall semester
This course presents the fundamental structures of western music and keyboard harmony. Students will learn note names in both treble and bass clefs and on a keyboard, how to construct major and minor scales, key signatures, and the circle of fifths, how to identify all intervals within the octave, how to build the four primary triads, and learn the basic meters and the basics of rhythm. The course is the first of a two-semester course, the first of which is taken fall semester by music students who do not pass the music theory placement examination.

MUS 1002 Music Fundamentals II (2)
Prerequisite: MUS 1001 with a grade of C- or better, or permission of the instructor
Offered: Every spring semester
This course is a continuation of MUS 1001. Students will continue to learn note names in both treble and bass clefs and on a keyboard, how to construct major and minor scales, key signatures, and the circle of fifths, how to identify all intervals within the octave, how to build the four primary triads, and learn basic meters and perform basic rhythms. This course is offered each spring semester and is taken by music students who have completed MUS 1001, Music Fundamentals I, or who have received permission to take the course from the instructor.

MUS 1010 Music Theory I (2)
Prerequisite: MUS 1001 with a grade of C- or better and MUS 1002 with a grade of C- or better
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 1001 and MUS 1002 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)
Prerequisite: MUS 1001 with a grade of C- or better and MUS 1002 with a grade of C- or better; MUS 1010 is recommended
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 1001 and MUS 1002 at Greensboro College with a C- or above.

MUS 1040 Sight Singing and Dictation II (1)
Prerequisite: MUS 1030; MUS 1020 is recommended
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 all 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 1100 Music Appreciation (H) (4)
General Education: Artistic/Literary course, Humanities course
Offered: Every semester
This course teaches an understanding of music by first studying sound and its characteristics, especially those optimized by musicians and composers. After that aspects of western music are explored, specifically Medieval, Renaissance, Baroque, Classical, Romantic, and 20th Century periods.

MUS 1150 Piano Proficiency - Level I (1)
Prerequisite: Music major, Music Education major, or Music minor
Offered: Every fall semester
This course is designed for music majors and minors whose primary instrument is not piano. It will introduce students to the art of keyboard playing which includes proper posture, fingerings, technique, the process of reading written notes on a staff while playing them on a keyboard. independent hand strength and two-hand coordination. The course builds upon these initial skills by incorporating sight reading, clapping simple rhythmic patterns, playing 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 major, 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 – 1699

MUS 1601 Concert/Pep Band (1)
Offered: Every semester (as indicated in description)
This course fulfills the large ensemble requirement for Music and Music Education majors and is open to all students with instructor approval. The ensemble functions as an athletic band, supporting home football and select basketball games, and presents wind ensemble concerts. This course may be repeated for credit.

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. 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 choral 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 1614 Chorale (1)
Offered: Every semester
This ensemble includes the study and performance of a variety of choral literature from all music 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
This course fulfills the large ensemble requirement for Music and Music Education majors and is open to all students, regardless of major, at the discretion of the instructor. The Jazz Ensemble performs a wide range of contemporary and traditional jazz repertoire, with an emphasis on ensemble performance and individual improvisation in the jazz style. The group presents two formal concerts each semester and may also perform additional concerts both on and off campus. This course may be repeated for credit.

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 ensemble 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 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; MUS 2010 is recommended
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 secondary dominant 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; MUS 2020 is recommended
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, secondary dominant chords, the Neapolitan sixth chord, augmented sixth chords, and modern harmonic techniques. This course will focus on interval recognition, sight singing, melodic dictation, rhythmic dictation, basic chordal recognition, and computer-based ear training skills.

MUS 2080 Jazz Appreciation (H) (4)
General Education: Artistic/Literary course, Humanities course
Offered: Spring 2026
This course surveys the history and evolution of jazz from its early roots to the present day, emphasizing listening, key artists, and major styles such as New Orleans jazz, swing, bebop, cool jazz, fusion, and more. Students explore the social, cultural, and technological influences that have shaped jazz over time. Course materials include recordings, videos, readings, discussions, and attendance at live performances. No prior musical experience is required.

MUS 2150 Piano Proficiency - Level III (1)
Prerequisite: Music major 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 major 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 Voice Methods (1)
Prerequisite: Music major, Music Education major, 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 String Methods (1)
Offered: Fall semesters, 2025 and 2027

String Methods focuses on the playing of string instruments: violin, viola, cello, and double bass. This course includes performance, pedagogy, and literature for teaching at the elementary level.

MUS 2380 Woodwind Methods (1)
Offered: Fall semesters, 2026 and 2028
Woodwind Methods focuses on the playing of woodwind instruments. This course includes performance, pedagogy, and literature for teaching at the elementary level.

MUS 2390 Brass Methods (1)
Offered: Spring semesters, 2027 and 2029
Brass Methods focuses on the playing of brass instruments. This course includes performance, pedagogy, and literature for teaching at the elementary level.

MUS 2400 Percussion Methods (1)
Offered: Spring semesters, 2026 and 2028
Percussion Methods focuses on the playing of a wide range of percussion instruments. This course includes performance, pedagogy, and literature for teaching at the elementary level.

MUS 3000 Junior Recital (1)
Offered: Every semester as needed
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. The student must set their recital date within the first two weeks of the semester in which they will perform. The student will perform the literature for the recital four to six weeks prior to the recital for a jury of music faculty who will determine if the recital is ready to proceed. In addition, they will prepare the written program with written and/or oral notes program notes for each piece, and design publicity materials all are subject to approval by a member of the music faculty and/or department chair.

MUS 3010 Counterpoint (3)
Prerequisites: MUS 1040, MUS 1160, and MUS 2020
Offered: Spring semesters, 2027 and 2029
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 Instrumental Arranging (3)
Prerequisite: MUS 2010
Offered: Spring semesters, 2026 and 2028
This course explores techniques for writing and arranging music for orchestral and wind band instruments. Students study instrument ranges, timbres, and ensemble combinations while completing scoring projects for individual instruments, sections, flexible, and full ensembles. The course also covers formal structures with an emphasis on effective musical organization and orchestral thinking.

MUS 3050 Form and Analysis (3)
Prerequisite: MUS 2020
Offered: Fall semesters, 2026 and 2028
Traditional compositional forms will be studied such as rondo, fugue, theme and variations, and sonata-allegro form, as well as smaller passages of organizational units such as periods and phrase groups with an emphasis on tracing thematic material throughout the composition.

MUS 3110 Music History I (3)
Prerequisites: MUS 2020
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. Course work will consist of reading the textbook along with listening to representative musical examples and studying representative musical

scores. The class meets three times a week and is designed for music majors.

MUS 3120 Music History II (3)
Prerequisites: MUS 2020
Offered: Every spring semester
This course is a survey of Western music from the early Baroque through eighteenth century classicism. Course work will consist of reading the textbook along with listening to representative musical examples and studying representative musical scores. The class meets three times a week and is designed for music majors. May be taken independently of MUS 3110.

MUS 3125 Music History III (3)
Prerequisites: MUS 2010 and MUS 2020
Offered: Every fall semester beginning fall 2026
This course is a survey of twentieth- and twenty-first century Western music, American vernacular music, and world music. There is a focus on the weakening tonality and functional harmony and the alternative methods introduced by composers during this time period. The impact of non-Western, pre-nineteenth-century music on global music, with a specific emphasis on popular American music, will be explored.

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 3220 Analysis and Composition in Small Form (2)
Offered: Spring semesters, 2026 and 2028
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 3500 Special Topics in Music (3)
Prerequisites: MUS 2020; junior standing
Offered: Periodically based on student need
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. Special Topics may include Vocal Pedagogy, History of Art Song, Jazz Theory, Jazz Improvisation, Orff-Schulwerk, Choral Literature, and Choral Arranging among others.

MUS 3730 Basic Conducting (3)
Corequisite for music education majors: MUS 3731.
Offered: Spring semesters, 2026 and 2028
This course introduces the fundamentals of conducting for both choral and instrumental ensembles. Students will develop basic conducting techniques including baton and non-baton gestures, preparatory gestures, beat patterns, and cueing. Emphasis will be placed on score reading and preparation, as well as transpositions for band and orchestra. Students will also develop skills in rehearsal procedures and interpretation. Video recording may be used for evaluation.

MUS 3731 Field Component for Conducting (1)
Corequisite: MUS 3730
Offered: Spring semesters, 2026 and 2028
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 3760 Elementary Music Pedagogy (3)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: MUS 3761
Offered: Spring semesters, 2027 & 2029
This course covers popular approaches in elementary general music including: Dalcroze Eurhythmics, Kodály, Modern Band, Music Learning Theory, and Orff Schulwerk. Topics include classroom management, exceptional students, rhythmic and melodic learning, creative and expressive movement, and instructing music fundamentals. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MUS 3761 Field Component for Elementary Music Pedagogy (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: MUS 3760
Offered: Spring semesters, 2027 & 2029
Required for all students seeking teacher licensure in music. This course is required for all students seeking teacher licensure in music education and includes 50 hours of fieldwork. 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. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MUS 3780 Middle and Secondary Music Pedagogy (3)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: MUS 3781
Offered: Every fall semester
This course focuses on contemporary trends in Middle and Secondary General, Choral, and Instrumental Music. Topics include: music education philosophy, repertoire selection, copyright, lesson design, classroom management, professional organizations and rehearsal planning and techniques. Students practice the planning, execution, and assessment components of the EdTPA process, which will be a part of student teaching. It is strongly recommended that students take EDU 3100 prior to or in conjunction with this course.

MUS 3781 Field Component for Middle and Secondary Music Pedagogy (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: MUS 3780
Offered: Every fall semester
Required for all students seeking teacher licensure in music. This course is required for all students seeking teacher licensure in music education and includes 50 hours of fieldwork. 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. 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 credit 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 information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled Internships 3800.

MUS 4000 Senior Recital (1)
Offered: Every semester as needed
In a senior recital, the student will study and perform a variety of faculty approved literature of at least 60 minutes specifically written for the chosen instrument representing various compositional periods and styles. The student must set their recital date within the first two weeks of the semester in which they will perform. The student will perform the literature for the recital four to six weeks prior to the recital for a jury of music faculty who will determine if the recital is ready to proceed. In addition they will prepare the

written program with written and/or oral notes program notes for each piece, and design publicity materials all are subject to approval by a member of the music faculty and/or department chair.

MUS 4030 Advanced Conducting (3)
Prerequisite: MUS 3730
Offered: Fall semesters, 2025 and 2027
This course requires advanced score reading which includes conducting works in larger forms, examination of conducting techniques in relation to content and style, and use of the concert band repertory and choral-orchestral 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 4731 Field Component for Instrumental Teaching Methods (1)
Prerequisite: Music education major; EDU 3100 is strongly recommended
Co-requisite: MUS 4737
Offered: Fall semesters, 2025 and 2027
This course includes contact 50 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 Educator Preparation Program
Offered: Fall semesters, 2025 and 2027
This course includes the theory and practice of instrumental teaching, and provides philosophies, techniques and tools which can be implemented in building a successful instrumental program in elementary, middle, or high school. Students continue a more advanced study of conducting techniques, band repertory, and rehearsal procedures related to middle and high school instrumental ensembles. Required of Music Education majors (instrumental).

MUS 4738 Choral Teaching Methods (3)
Prerequisite: Admission to Educator Preparation Program
Offered: Fall semesters, 2025 and 2027
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; EDU 3100 is strongly recommended
Co-requisite: MUS 4738
Offered: Fall semesters, 2025 and 2027
This course includes 50 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 receives one credit hour. One, one-hour lesson per week in secondary instruments receives one credit hour. Music and music education majors are required to take two- credit lessons 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 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:

Baritone	MUS 1250, 1260, 2250, 2260, 3250, 3260, 4250, 4260 (1-2)
Bassoon	MUS 1870, 1880, 2870, 2880, 3870, 3880, 4870, 4880 (1-2)
Cello	MUS 1650, 1660, 2650, 2660, 3650, 3660, 4650, 4660 (1-2)
Clarinet	MUS 1830, 1840, 2830, 2840, 3830, 3840, 4830, 4840 (1-2)
Double Bass	MUS 1670, 1680, 2670, 2680, 3670, 3680, 4670, 4680 (1-2)
Drum Set	MUS 1970, 1980, 2970, 2980, 3970, 3980, 4970, 4980 (1-2)
Flute	MUS 1810, 1820, 2810, 2820, 3810, 3820, 4810, 4820 (1-2)
Guitar	MUS 1910, 1920, 2910, 2920, 3910, 3920, 4910, 4920 (1-2)
Horn	MUS 1330, 1340, 2330, 2340, 3330, 3340, 4330, 4340 (1-2)
Jazz Piano	MUS 1450, 1460, 2450, 2460, 3450, 3460, 4450, 4460 (1-2)
MIDI	MUS 1230, 1240 (1-2)
Oboe	MUS 1470, 1480, 2470, 2480, 3470, 3480, 4470, 4480 (1-2)
Organ	MUS 1430, 1440, 2430, 2440, 3430, 3440, 4430, 4440 (1-2)
Percussion	MUS 1950, 1960, 2950, 2960, 3950, 3960, 4950, 4960 (1-2)
Piano	MUS 1410, 1420, 2410, 2420, 3410, 3420, 4410, 4420 (1-2)
Saxophone	MUS 1850, 1860, 2850, 2860, 3850, 3860, 4850, 4860 (1-2)
Studio Keyboard and Production	MUS 2230, 2240, 3230, 3240, 4230, 4240 (1-2)
Trombone	MUS 1310, 1320, 2310, 2320, 3310, 3320, 4310, 4320 (1-2)
Trumpet	MUS 1710, 1720, 2710, 2720, 3710, 3720, 4710, 4720 (1-2)
Tuba	MUS 1270, 1280, 2270, 2280, 3270, 3280, 4270, 4280 (1-2)
Viola	MUS 1630, 1640, 2630, 2640, 3630, 3640, 4630, 4640 (1-2)
Violin	MUS 1610, 1620, 2610, 2620, 3610, 3620, 4610, 4620 (1-2)
Voice	MUS 1510, 1520, 2510, 2520, 3510, 3520, 4510, 4520 (1-2)

Music Repertory Class
Required course each semester for freshmen, sophomore, junior, and senior music majors tied to the

student's private lesson grade. Music Education Majors are exempt from MUS 4201. Students will perform etudes, solo literature, and selected small ensemble literature specific to their instruments of study and receive critiques from faculty and peers. Topics in the repertoire classes will also include discussions on careers in music and music education, audition protocols, graduate programs in music, graduate degrees, requirements of graduate schools in music, military ensemble audition requirements and the realities of the competitive musical performance world. Pass/No Credit grading only.

MUS 1200, 1201, 2200, 2201, 3200, 3201, 4200, 4201 (0)

ORGANIZATIONAL LEADERSHIP (OBA)

School of Business

OBA 1100 Business Administration Introduction (4)
Prerequisite: Organizational leadership major
Offered: Periodically based on student need and the program's rotation of courses
This course is an introductory survey course designed to show the breadth of knowledge essential to pursuing a career in business.

OBA 1102 Financial Accounting (4)
Prerequisite: Organizational leadership major
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.

OBA 1104 Managerial Accounting (4)
Prerequisite: Organizational leadership major
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.

OBA 1110 Human Capital Science (4)
General Education: Quantitative/Analytical course
Prerequisite: Organizational leadership major
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. Cross-listed with BIO 3450.

OBA 1635 Ethics and Work (H) (4)
General Education: Religious/Ethical course, Humanities course
Prerequisite: Organizational leadership major
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. Cross-listed with REP 1635.

OBA 2002 Foundations of Management (4)
Prerequisite: Organizational leadership major
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.

OBA 2003 Principles of Strategic Marketing (4)
Prerequisite: Organizational leadership major
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.

OBA 2200 Principles of Microeconomics (4)
General Education: Societies and Structures course
Prerequisite: Organizational leadership major
Offered: Every fall semester
This course explores how economic principles influence decision-makers within a market economy, including consumers, businesses, and workers. It addresses essential topics such as different market structures. perfect competition, monopoly, oligopoly, supply and demand fundamentals, consumer behavior, production dynamics, costs, and the labor market. Additionally, the course examines the government's role in addressing market issues, promoting competition, and regulating markets.

OBA 2300 Principles of Macroeconomics (4)
General Education: Societies and Structures course
Prerequisite: Organizational leadership major
Offered: Every spring semester
This course offers a thorough understanding of how our economy functions. It examines how the economic system affects national income, unemployment rates, and inflation. Key topics include fiscal, monetary, and supply-side policies and the influence of international trade on economic relationships. By combining theoretical insights with practical examples, this course equips students with the skills to assess economic policies and their societal implications.

OBA 2440 Professional Communication (4)
Prerequisite: Organizational leadership major
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.

OBA 2720 Statistics for Management Analysis (4)
General Education: Quantitative/Analytical course
Prerequisite: MAT 1010 or MAT 1030 or MAT 1050 or MAT 2060; Organizational leadership major
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.

OBA 3210 Human Capital Development (4)
Prerequisite: Organizational leadership major
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.

OBA 3220 Operations and Technology Management (4)
Prerequisite: Organizational leadership major
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.

OBA 3230 The Dynamics of Leading Organizations (4)
Prerequisite: Organizational leadership major
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.

OBA 3250 Economic Issues (4)
General Education: Societies and Structures course
Prerequisite: Organizational leadership major
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.

OBA 3400 Financial Management (4)
Prerequisite: Organizational leadership major
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.

OBA 3530 Fine Arts-Music: Traditional and Contemporary Perspectives (4)
General Education: Artistic/Literary course
Prerequisite: Organizational leadership major
Offered: Periodically based on student need and the program's rotation of courses.
This course covers special topics in music with an emphasis on developing the student's knowledge of and appreciation for selected art forms.

OBA 3535 Fine Arts-Theatre: Traditional and Contemporary Perspectives (4)
General Education: Artistic/Literary course
Prerequisite: Organizational leadership major
Offered: Periodically based on student need and the program's rotation of courses.
This course covers special topics theatre with an emphasis on developing the student's knowledge of and appreciation for selected art forms. Cross-listed with THE 3530.

OBA 3600 Legal Environment of Business (4)
Prerequisite: Organizational leadership major
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 3880 Experiential Learning (1-8)
Prerequisite: Organizational leadership major
Offered: Periodically based on student need and the program's rotation of courses
This course offers students the opportunity to apply their practical experience in the field to theoretical knowledge gained throughout the business curriculum. If a student feels 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 by the Director of the B.B.A. in Organizational Leadership program. See the section of this *Catalog* titled Experiential Credit.

OBA 4210 Emerging Markets in the Global Economy (4)
Prerequisite: Organizational leadership major
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.

OBA 4500 Special Topics (4)
Prerequisite: Organizational leadership major and 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 B.B.A. in organizational leadership program. May be repeated for a total of twelve credit hours under different topics.

OBA 4900 Strategic Decisions and Market Outcomes (4)
Prerequisite: Organizational leadership major
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.

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, and Recreational Sports (1)
Offered: Every fall semester
This course provides candidates the knowledge, skills, and understanding of selected individual, dual, and recreational 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 fall 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 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 Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

PHE 3711 Field Component for Pedagogy of Physical Education (P-6) (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

PHE 3730 Pedagogy of Physical Education (6-12) (4)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

PHE 3731 Field Component for Pedagogy of Physical Education (6-12) (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

PHE 3770 Pedagogy of Physical Education and Health for the Classroom Teacher (4)
Prerequisite: EDU 3100 is strongly recommended
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.

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 with 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 medial 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)
Prerequisite: Acceptance into the Piedmont Alternative Licensure Program
Offered: Every summer
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)
Prerequisite: Acceptance into the Piedmont Alternative Licensure Program
Offered: Every summer
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
Corequisite: 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 Educator Preparation 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. Cross-listed with 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 North Carolina Teacher Candidate Rubric 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, 2026 ad 2028
This course focuses on the earliest political thought to the era of the Reformation; from Ancient Greece to Western Europe as it beings 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. Cross-listed with 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, 2027 and 2029
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. Cross-listed with LGA 2210.

POL 3230 Political Behavior, Parties, and Elections (4)
Offered: Spring semesters, 2026 and 2028
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, 2026 and 2028
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 on 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, 2027 and 2029

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. Cross-listed with HIS 3310. HIS/POL 3310 or HIS/POL 2115 fulfill the HIS/POL and the POL major requirements.

POL 3320 The Civil War and Reconstruction (4)
Prerequisite: One of HIS 1210, HIS 1220, HIS 1230, or HIS 3250
Offered: Fall semesters, 2026 and 2028
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. Particular attention is given to Reconstruction in the immediate aftermath of the war and the legacies/implications of the policies created during this tumultuous period in US history. Cross-listed with HIS 3320.

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, 2026 and 2028
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. Cross-listed with HIS 3360.

POL 3390 History of Crime (4)
Prerequisites: CRI 2260 or HIS 1210 or HIS 1220 or HIS 1230 or HIS 1240
Offered: Spring semesters, 2026 and 2028
This course is an historical study of crime and criminal justice in the United States from the colonial era to the present. It will highlight the different (and changing) behaviors that Americans have criminalized, patterns in criminal justice related to race, class, gender, and other factors, and "the punitive turn" in criminal justice in relatively recent years. Primary and secondary sources will be utilized to understand the changing behaviors in criminalization and criminal activity as well as historical interpretations of crime and criminal justice from social, political, and cultural perspectives. Cross-listed with HIS 3390.

POL 3410 International Law and Organizations (4)
Offered: Fall semesters, 2025 and 2027
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, 2026 and 2028
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. Cross-listed with 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. May be repeated for a total of eight credit hours under different topics.

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. May be repeated for a total of eight credit hours under different topics.

POL 4900 Senior Seminar (4)
Prerequisite: Political Science major 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 Developmental Psychology (4)
Prerequisite: PSY 1100
Offered: Every spring semester
This course explores the development of children from conception through adolescence, young adults, and transitions into adulthood. This course focuses 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 through developmental stages. Influences of biological, familial, social, and cultural differences on development are explored.

PSY 2250 Death and Dying (4)
Prerequisite: PSY 1100
Offered: Spring semesters, 2027 and 2029
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 2510 Health Psychology (4)
Prerequisite: PSY 1100
Offered: Spring semesters, 2026 and 2028
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 or PSY 2100; BIO 1100 recommended
Offered: Spring semesters, 2026 and 2028
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. Recommended for teacher licensure candidates: prerequisite fieldwork in Education.
Offered: Every fall semester and summer
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
Offered: Spring semesters, 2027 and 2029
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, 2026 and 2028
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, 2025 and 2027
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, 2025 and 2027
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 for a total of twelve credit hours under different topics.

PSY 3700 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 3800 Internship (1-8)
Prerequisites: Junior standing; at least 12 credit 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 learned psychological concepts and theoretical knowledge to practical experiences in the field. The course provides opportunities for students to explore vocational options in mental health, human services, or research. For information on policies and procedures for enrolling in internships, see the section of this *Catalog* entitled Internships 3800.

PSY 3801 Internship Seminar (1)
Prerequisites: Junior standing
Corequisite: PSY 3800
Offered: Every semester as needed
This course offers students the opportunity to reflect and discuss their internship experience. Students will explore application of learned psychological concepts and theoretical knowledge to practical experiences in the field through discussion, writing, and video presentations.

PSY 4100 Learning, Memory and Cognition (4)
Prerequisites: PSY 1100; SSC 3600 recommended
Offered: Fall semesters, 2026 and 2028
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. Cross-listed with HFP 4150.

PSY 4200 Personality Theory (4)
Prerequisite: PSY 1100
Offered: Fall semesters, 2026 and 2028
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: Spring semesters, 2027 and 2029
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 then PSY 3500, and may build upon prior courses already offered in the major. May be repeated for a total of eight credit hours under different topics.

PSY 4600 Research Laboratory in Psychology (4)
Prerequisites: PSY 1100, SSC 3600, and ECM 1120, or permission of instructor; MAT 2360 recommended
Offered: Periodically based on student need

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 credit hours of individual research may be applied to meeting major requirements.

PSY 4900 Senior Seminar (4)
Prerequisites: Psychology major; senior standing; PSY 1100, SSC 3600 with a grade of C- or better, 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 Comprehensive Exam, an understanding of psychological research, and the ability to present topics in a well-reasoned synthesis.

PUBLIC HEALTH (PHM)
School of Social Sciences and Education

PHM 1100 The History of Public Health (3)
Offered: Every semester, online only. (Note: This course will be taught online by instructor(s) from another college via a partnership. Please be aware of differences in start and end dates for the course.)
Covid-19 has thrust Public Health into the spotlight, but the domain of public health includes many critical issues, including mental health, obesity, and gun violence. From the first quarantines to the modern movement towards universal health care, public health has fundamentally shaped societies. In this course, you'll learn the role of the state in public health, the importance of public health, and how it's provided and practiced. This online class has optional live sessions.

PHM 3100 Epidemiology (3)
Prerequisite: MAT 2360
Offered: Every fall semester, online only. (Note: This course will be taught online by instructor(s) from another college via a partnership. Please be aware of differences in start and end dates for the course.)
Epidemiology is the branch of medicine which deals with the incidence, distribution, and control of a disease. In this course, students will learn and apply key concepts of epidemiology to multiple domains of public health. Students will learn how to use epidemiology to better understand, characterize, and promote health at a population level. This online class has optional live sessions.

PHM 3500 Health Services (3)
Offered: Every spring semester, online only. (Note: This course will be taught online by instructor(s) from another college via a partnership. Please be aware of differences in start and end dates for the course.)
Health Services - the means by which healthcare is provided - is a critical concept in Public Health that impacts all of us. This course will introduce you to the modern history of healthcare in high, middle, and low income countries and explore the evolution of health services. Students will evaluate the strengths and weaknesses of particular systems and policies and examine their ideal version of a health service in the context of current events. This online class has optional live sessions.

PHM 4100 Public Health Studies I: Current Topics and Politics (3)
Prerequisite: PHM 1100 and MAT 2360
Offered: Every fall semester, online only. (Note: This course will be taught online by instructor(s) from another college via a partnership. Please be aware of differences in start and end dates for the course.)
This course is intended to provide students with a means of evaluating the health impact of political decisions and a broad knowledge base about the practice of Public Health today. Students will explore a range of

current topics in public health - including COVID-19, HIV/AIDS, and the obesity epidemic. Students will also look at the impact of US politics on global public health, especially in developing nations. Furthermore, this course will explore key topics such as the WHO's Millennium Development Goals, the disastrous circumstances that can arise when Public Health Policies fail, and the conflict between data and political will that drives so much of Public Health policy decision making. This online class has optional live sessions.

PHM 4200 Public Health Studies II: Demographics, Geo-Spatial Mapping, and Qualitative Research (3)
Prerequisites: PHM 1100, PHM 4100, and MAT 2360
Offered: Every spring semester, online only. (Note: This course will be taught online by instructor(s) from another college via a partnership. Please be aware of differences in start and end dates for the course.)
This course provides students with a variety of tools for understanding the impact that disease or other Public Health concerns may have on a population. Students will learn how to design effective surveys, analyze geographic data, and use qualitative information with the ultimate goal of gaining a better understanding of how events may affect the health of a particular population. This course will also require students to participate in a mapathon in order to help them build understanding of how geographic data is used in the practice of Public Health. This online class has optional live sessions.

RELIGION, ETHICS AND PHILOSOPHY (REP)
School of Humanities

REP 1000 The Story of the Old Testament (H) (4)
General Education: Religion/Theology course; Humanities course
Offered: Every fall semester
The basic 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.

REP 1010 The Story of the New Testament (H) (4)
General Education: Religion/Theology 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 Christian Thought (H) (4)
General Education: Religion/Theology 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. A variety of the central ideas will be examined in relationship to each other: revelation, God, humanity and creation, the person and work of Christ, the Holy Spirit, salvation, Church, and the end of time.

REP 1200 The Stories of Christianity (H) (4)
General Education: Religion/Theology course; Humanities course
Offered: Periodically based on student need
This course surveys the history of Christianity, focusing on different strands of the tradition. Students will examine important events and figures, distinctive practices, theological developments, and different controversies to gain an appreciation of the historical evolution of the church.

REP 1300 Introduction to Philosophy (H) (4)
General Education: Philosophy/Ethics course; Humanities course
Offered: Spring semesters, 2026 and 2028
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 the practical implications of each. 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 1320 Feminist Ethics and Philosophy (H) (4)
General Education: Philosophy/Ethics course; Humanities course
Offered: Every other spring
This course offers feminist and gender studies from the religion and philosophical perspectives. The course will explore diverse theories on the topic around gender studies to raise cultural sensitivity and ethical reasoning in the post-colonial setting.

REP 1330 Eastern Philosophy: The History of Eastern Thoughts (H) (4)
General Education: Philosophy/Ethics course; Humanities course
Offered: Every other spring
This course is a survey of Eastern philosophies. This course explores the development and history of Eastern thoughts. To do so, this course examines Taoist, Confucian, and Buddhist texts in the East or Chinese history.

REP 1400 The Diverse Theories and Methods in Religious Studies (H) (4)
General Education: Religion/Theology course; Humanities course
Offered: Every other fall
This is a survey of diverse theories and methods in religious and cultural studies. This course examines religious studies critically within the frameworks of knowledge advanced in the social sciences. The course goal is to familiarize students with various academic approaches to the study of religion by introducing preeminent theorists and methods such as sociology of religion, anthropology of religion, gender theories, racial theories, materialist theories and many others.

REP 1500 World Religions (H) (4)
General Education: Religion/Theology course; Humanities course
Offered: Fall semesters, 2026 and 2028
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 1510 World (Global) Christianity (H) (4)
General Education: Religion/Theology course; Humanities course
Offered: Every other fall
This is a survey of world (global) Christianity. This course investigates how Christians have engaged with other religious cultures in history and theology. In doing so, this course will study the central themes such as translation, enculturation, and socio-political transformation in world (global) Christianity.

REP 1600 Introduction to Ethics (H) (4)
General Education: Philosophy/Ethics course; Humanities course
Offered: Periodically based on student need
This course is an introduction to the philosophical study of morality. It will examine different ethical theories, including deontology, utility and virtue as alternatives approaches to the right and/or the good. Students will also examine contemporary moral problems in light of these theories, striving to grasp the strength and weaknesses of each.

REP 1610 Christian Ethics (H) (4)
General Education: Philosophy/Ethics course; Humanities Course
Offered: Periodically based on 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, examining the ways in which moral questions have been resolved by the main thinkers in the tradition. Areas of study might include: theological commitments on Christian love, discipleship, citizenship, war, the death penalty, natural law, political involvement, virtue, and truth-telling.

REP 1625 Bioethics and Environmental Ethics (H) (4)
General Education: Philosophy/Ethics course; Humanities Course
Offered: Periodically based on student need
In this course, students will be introduced to ethical thinking with applications to the biological and environmental sciences. How should humans respond to environmental problems? What are some different approaches to issues such as genetic engineering and public health policy? Students will examine different moral theories and consider the practical implications for challenges such as climate change, pollution, environmental racism, habitat loss, sustainable farming, among other contemporary issues.

REP 1635 Ethics at Work (H) (4)
General Education: Philosophy/Ethics course; Humanities course
Offered: Fall semesters, odd-numbered years
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. Cross-listed with OBA 1635.

REP 1655 Ethics and the Arts (H) (4)
General Education: Philosophy/Ethics course; Humanities course
Offered: Periodically based on student need
In this class, students will consider various moral issues associated with creative expression. The focus of the course can change, depending on the semester in which it is offered. For instance, it might focus on the potential prophetic role of the artist; the moral outlook of a particular piece, or genre, of literature; the moral quandaries of performance; or a particular artist. Students will examine how moral frameworks might color our evaluation of art or the artist, and they will ask if they should.

REP 2030 Jesus and the Gospels (4)
Prerequisite: REP 1010
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)
Prerequisite: REP 1010
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 2060 Luke-Acts (4)
Prerequisite: REP 1010
Offered: Every two years
This course is a study of Luke’s two-volume work known as Luke-Acts that focuses on its literary and canonical argument, engages the history of interpretation, and considers its theological and personal implications.

REP 2070 Galatians (4)
Prerequisite: REP 1010
Offered: Every two years
This course is a study of Paul’s Letter to the Galatians that focuses on its literary and canonical argument,

engages the history of interpretation, and considers its theological and personal implications.

REP 2110 Faith and Film (4)
Prerequisite: REP 1010
Offered: Periodically based on 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 2120 Religion in Korea (4)
Prerequisite: Any 1000-level REP course
Offered: Periodically based on student need
This is a survey of religious traditions in Korea This course introduces Zen Buddhism, Neo-Confucian, Shamanism, mega-churches, and other new religious traditions in Korea. The course may also require a field trip to Korea periodically.

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. Cross-listed with HIS 2200.

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. Cross-listed with HIS 2210.

REP 2300 Philosophy of Religion (4)
Prerequisite: REP 1300
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)
Prerequisite: REP 1300
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.

REP 2330 Continental Philosophy (4)
Prerequisite: REP 1300
Offered: Periodically based on student need
This is a survey of continental philosophies. This course introduces Descartes, Kant, Hegel, and other continental thinkers.

REP 2340 Existentialism (4)
Prerequisite: REP 1300
Offered: Periodically based on student need
This is a survey of existentialism. This course introduces existential thinkers and theologians such as Kierkegaard, Camus, Sartre, Tillich, and Niebuhr.

REP 2400 Foundations of Christian Spirituality (4)
Prerequisite: REP 1200
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 2430 Christian Education (4)
Prerequisite: Any 1000-level REP course
Offered: Periodically based on student need
This is a survey of Christian education. This course introduces the history and method of Christian education.

REP 2610 Bioethics, Medicine, and the Church (4)
Prerequisite: REP 1600
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 2620 Comparative Religious Ethics (4)
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 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 3120 Modern Theology (4)
Prerequisite: REP 1200
Offered: Every two years based on student need
This course provides an opportunity for students to assess selected schools of modern theological thought with reference to theological trends and movements in the modern and postmodern eras. Selected schools of modern theological thought entail new-orthodoxy, process theology, feminist theology, libertarian theology, disability theology, and theology of hope, to name a few.

REP 3130 Great Awakenings (4)
Prerequisites: HIS 1160 or HIS 1210 or HIS 1220 or HIS 1230 or HIS 1240
Offered: Spring semesters, 2027 and 2029
In this course, students will examine religious revivals in American history, focusing on (but not limited to) Protestant Christian revivals characterized by historians as “Great Awakenings.” We will attempt to understand these revivals in their social, political, and cultural contexts, with special attention given to their interactions with other American social and cultural movements. In addition to lectures and discussions using primary sources, we will also use a series of secondary sources to analyze the different ways that

historians have interpreted the role of religion in American history. Cross-listed with HIS 3130.

REP 3140 Trinitarian Theology (4)
Prerequisite: Any 1000-level REP course
Offered: Periodically based on student need
This is a survey of trinitarian faith and theology. This course introduces the uniqueness of Christian theology: trinitarian theology in history and theology. This course explores reflections on the Trinity from the early church to the contemporary readings.

REP 3150 Asian/Asian American Theology (4)
Prerequisite: Any 1000-level REP course
Offered: Periodically based on student need
This is a survey of Asian/Asian American Theology. This course introduces Asian theologies and Asian American theologies. This will also explore the identity of Asian/ Asian Americanness.

REP 3200 History and Theology of Methodism (4)
Prerequisite: Any 1000-level REP course
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 3300 Reclaiming Democracy (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 3370 History of Knowledge and Philosophy (4)
Prerequisite: HIS 1150 or HIS 1160 or HIS 2100 or REP 1300 or REP 1600
Offered: Spring semesters, 2026 and 2028
The history of knowledge and philosophy 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, and the contributions of key philosophers in our quest to understand the world around us. This course includes study of primary and secondary sources; works by philosophers, scholars, and historians. Cross-listed with HIS 3370.

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, Ethics, and Philosophy (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 Studies, Theology, Culture, Philosophy, and Ethics. May be repeated for credit under different topics.

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 4900 Capstone (4)
Prerequisite: Junior or senior standing
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 3001 Intermediate Science Field Component (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
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. Required for biology with licensure, comprehensive science, and middle grade science majors.

SCI 3700 Pedagogy of Comprehensive Science (9-12) (4)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

SCI 3701 Field Component for Pedagogy of Comprehensive Science (9-12) (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

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 implication 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 Migration and Society (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)
Offered: Periodically based on student need
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. Cross-listed with 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, 2026 and 2028
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, 2027 and 2029
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, 2026 and 2028
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, 2026 and 2028
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, 2025 and 2027
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 3800 Internship (1-8)
Prerequisites: Junior standing; at least 12 credit 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 social service entities. The Sociology major and Sociology minor in Human Services require a 4-hour internship. For information and policies and procedures for enrolling in internships, see the section of this *Catalog* entitled Internships 3800.

SOC 4500 Topical Seminar (1-4)
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 standing
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: Periodically based on student need
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: Periodically based on student need
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: 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 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: 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. May be repeated for credit under different topics.

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. This course also provides a general foundation to enable teacher candidates to integrate and utilize 21st century technology in their classrooms. 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)
Corequisite: 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)
Corequisite (for all licensure areas except Health/PE): SPE 2901
Offered: Every spring 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 IDEIA 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)
Corequisite (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 Educator Preparation 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 3750 Planning for Transition Through Collaboration (4)

Prerequisite: Admission to Educator Preparation 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 and Mathematics Methods and Assessment (3)
Prerequisite: Admission to Educator Preparation Program, EDU 2770
Offered: Every fall semester
This course explores emergent literacy and math methods and assessment as extensions of the North Carolina Extended Common Core required for the independent living of students with moderate to severe disabilities. Topics addressed include: assessment of literacy and math-related skills in persons with significant disabilities; adapting and modifying literacy and math-related instruction; understanding the importance of the content areas (literacy and math), analysis and structure of learning environments; development of functional, age-appropriate, and self-determined IEPs; and alignment of literacy and math-related goals and objectives with the NC Common Core and competencies evaluated in the state assessments. Functional, age-appropriate literacy and math materials that can be transferred across a variety of learning environments, including community-based settings, will be emphasized. Areas related to literacy include but may not be limited to phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary, and comprehension. Areas related to math include but may not be limited to number properties and operations, measurement, data analysis and probability, geometry and algebra.

SPE 3771 Field Component for Emergent Literacy and Mathematics Methods and Assessment (1)
Prerequisite: Admission to Educator Preparation Program, EDU 2770
Corequisite: 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 Educator Preparation Program, EDU 2770
Corequisite: 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 Educator Preparation Program, EDU 2770
Corequisite: 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 Educator Preparation Program
Corequisite: ELE 3790 for General or Adapted Special Education majors
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 Stagecraft 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 Theatre minor
Offered: Every spring semester
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: Every spring semester
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: Makeup Fundamentals (3)
Offered: Every fall semester
This course provides a basic introduction to the methods and practices of the costume shop, basic stage makeup, and wardrobe crew. An analysis of the relationship of costume and makeup to character development and analysis as well as other stage design elements will be explored. Basic garment construction is taught with the students taking the final project home if they desire. Practical, hands-on experience will occur.

THE 1125 Costume I Lab (1)
Offered: Every fall semester
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: Basic Acting Technique (3)
Prerequisite: Admission to Theatre Acting, Theatre Education, or Musical Theatre concentration
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: Every fall semester
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
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: Every spring semester
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: Find Yourself in the Role (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: Every spring semester
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 (4)
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 2050 Introduction to Acting (4)
Offered: Periodically based on student need
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: Every spring semester

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: Every spring semester
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: Design and Rendering (3)
Offered: Every fall semester
This course introduces students to the methods of costume design and rendering costume designs by hand. Practical, hands-on experience in painting, figure drawing, critiques, and character analysis will occur.

THE 2125 Costume III Lab (1)
Offered: Every fall semester
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, 2025 and 2027
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: Fall semesters, 2025 and 2027
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: Meisner (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. May be repeated for credit.

THE 2155 Acting III Lab (1)
Offered: Every fall semester
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 fall semester
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: Every fall semester
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 spring semester
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: Every spring semester
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 2220 Costumes: Costumes History (3)
Offered: Every spring semester
This course focuses on the study of the history of fashion from Ancient Greek to modern times. The changing silhouettes through time, how current events influenced fashion, and trends will be explored. Extensive vocabulary and exploration of historical art will be utilized.

THE 2225 Costume IV Lab (1)
Offered: Every spring semester
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: Spring semesters, 2027 and 2029
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 or admission to the Theatre Education major
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. May be repeated for credit.

THE 2255 Acting IV Lab (1)
Offered: Every spring semester
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 2330 Design/Tech I: Stagecraft 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: Every fall semester
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: Every spring semester
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 bas 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. Cross-listed with 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 2400 Corsets and Petticoats (3)
Prerequisites: THE 1220 with a grade of C or better
Offered: Every spring semester
This course introduces students to the methods of evaluating, patterning, and construction of corsets and petticoats used for historical costuming. Advanced sewing techniques will be used. Analysis of photos and design sketches will be practiced. Practical, hands-on experience will occur.

THE 3000 Creative Dramatics (4)
Corequisite: 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)
Corequisite: THE 3000
Offered: Periodically based on student need
Required for all students seeking theatre licensure, optional for other students taking THE 3000. 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: Every fall semester
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 3060 Musical Theatre Auditions (3)
Prerequisite: THE 2060 or instructor's approval
Offered: Every fall semester
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. May be repeated for credit.

THE 3065 Musical Theatre Auditions Lab (1)
Offered: Every fall semester
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: Every spring semester
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: Every spring semester
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: Every fall semester
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 Costumes: Bodices, Skirts, and Undergarments (3)
Offered: Every fall semester
Prerequisite: THE 1220 with a grade of C or better
This course introduces students to the methods of evaluating, patterning, and construction of undergarments, bodices, and skirts used for historical costuming. Advanced sewing techniques will be used. Analysis of photos and design sketches will be practiced. Practical, hands-on experience will occur.

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. May be repeated for credit.

THE 3155 Acting V Lab (1)
Offered: Every fall 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 3160 Stage Directing II: The Director/Actor Process (3)
Prerequisite: THE 2160
Offered: Every spring semester
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: Every spring semester
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
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: Every fall semester
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 3220 Costumes: Breeches/Trousers (3)
Offered: Every spring semester
Prerequisite: THE 1220 with a grade of C or better
This course introduces students to the methods of evaluating, patterning, and construction of breeches and trousers. Advanced sewing techniques will be used. Analysis of photos and design sketches will be practiced. Practical, hands-on experience will occur.

THE 3225 Costume V Lab (1)
Offered: Every spring semester
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 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 fall semester
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: Every fall semester
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: Spring semesters, 2027 and 2029
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: Spring semesters, 2027 and 2029
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 3400 Hair and Wig Styling (3)
Offered: Every spring semester
This course introduces students to the methods of evaluating, designing and styling hair for theater. Students will learn styling techniques, products, tools, safety, styling analysis, and creating finished looks. Analysis of photos, historical documentation, and design sketches will be practiced. Practical, hands-on experience will occur.

THE 3410 Costume Crafts (3)
Prerequisite: THE 1030, THE 1120, or THE 2330 with a grade of C or better
Offered: Every fall semester
An introduction to the basics of Costume Crafts. This course introduces students to the methods of creating, repairing, and maintaining of crafts such as accessories, shoes, gloves and parasols. Practical, hands-on experience will be explored. Advanced sewing techniques will be used. Analysis of photos and design sketches will be practiced. Practical, hands-on experience will occur.

THE 3420 Millinery (3)
Offered: Every spring semester
This course is a study of hats including design, construction, and the effects on performance. Instruction in proper use of tools and equipment, identification of materials, costume history, and hands on experience in hat construction and sewing techniques is utilized.

THE 3430 Dancewear (3)
Prerequisites: THE 1220 with a grade of C or better, junior or senior standing
Offered: Every fall semester
This course introduces students to the methods of evaluating, patterning, and construction of dancewear used for costuming. Advanced sewing techniques will be used. Analysis of photos and design sketches will be practiced. Practical, hands-on experience will occur.

THE 3530 Fine Arts: Traditional and Contemporary Perspectives (4)
General Education: Artistic/Literary category
Offered: Periodically based on student need
This course covers special topics in theatre with an emphasis on developing the student's knowledge of and appreciation for selected art forms. Cross-listed with OBA 3535. This course is offered online only.

THE 3600 The Business of Performing (2)
Prerequisite: Theatre majors - Acting or Musical Theatre concentrations only
Offered: Every fall semester
This course introduces the student to the business aspect of a performance career. Students will learn how to market themselves, how to format their theatre resume, information about unions for performers, and the hard facts about earning a living as an actor.

THE 3770 Pedagogy of Theatre (K-12) (3)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: 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.

THE 3771 Field Component for Pedagogy of Theatre (K-12) (1)
Prerequisite: Admission to Educator Preparation Program; EDU 3100 is strongly recommended
Corequisite: THE 3770
Offered: Periodically based on student need

Required for all students seeking theatre licensure. For course description, see THE 3000.

THE 3800 Internship (1-8)
Prerequisites: Junior standing; at least 12 credit 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: Periodically based on student need
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 directing or stage 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 3850 Your Path Forward (0)
Offered: Every spring semester
Theatre students can complete their Your Path Forward common experience in experiential learning by working at a summer theatre, Triad Stage, NCTC office, SETC office, or other approved Arts organization. If work is not available, a student may substitute at least fifteen hours of workshops and/or master classes in theatre to fulfill the work requirement.

THE 4110 Play Analysis (4)
Prerequisite: Theatre major or the instructor's approval
Offered: Spring semesters, 2026 and 2028
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 4120 Costumes: Tailoring (3)
Offered: Every fall semester
Prerequisite: THE 1220 with a grade of C or better
This course introduces students to the methods of evaluating, patterning, and construction of a suit jacket and other tailoring techniques. Advanced sewing techniques will be used. Analysis of photos and design sketches will be practiced. Practical, hands-on experience will occur.

THE 4125 Costume VI Lab (1)
Offered: Every fall semester
This course includes technical theater projects done in support of each production 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 4130 Sound Design (4)
Offered: Fall semesters, 2026 and 2028
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
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: Every fall semester
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 spring semester
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: Every spring semester
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 4220 Costume: Costume Shop Management (3)
Offered: Every spring semester
This course introduces students to the methods of evaluating, planning, and managing a theater shop. Discussions include health and safety, communication, human resources, planning for show builds, rentals, costume stock, tracking inventory, and garment care. Practical, hands-on experience will occur.

THE 4225 Costumes VII Lab (1)
Offered: Every spring semester
This course includes technical theater projects done in support of each production 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 4230 Scene Painting (4)
Prerequisite: Theatre major or the instructor's approval
Offered: Spring semesters, 2026 and 2028
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: Advanced Stagecraft and Technical Direction (3)
Prerequisite: THE 2330 or the permission of the instructor
Offered: Spring semesters, 2027 and 2029
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: Spring semesters, 2027 and 2029
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 under different topics.

THE 4900 Senior Seminar (2-4)
Prerequisite: Senior standing or permission of the instructor
Offered: Every fall semester
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.

PERSONNEL

Personnel listed in this section are accurate at the time of publication. Year listed indicates year of initial appointment at Greensboro College.

Full Time Faculty

Altan Atamer (2025), Assistant Professor of Political Science, B.A., University of Massachusetts at Boston; M.A., Ph.D., University of Connecticut

John W. Barbrey (2016), Associate Professor of Criminal Justice, B.A., Clemson University; M.P.A., Clemson University/University of South Carolina; Ph.D., University of Tennessee, Knoxville

Dawn Bish (2023), Reference and Instruction Librarian, B.A., Saint Joseph's College; M.L.I.S., University of North Carolina at Greensboro; Ed.D., Argosy University

Rebecca F. Blomgren (1988), Jefferson-Pilot Professor of Education; Director of the Educator Preparation Program, A.B., M.Ed., Indiana University; Ed.D., University of North Carolina at Greensboro

Amber F. Booker (2023), Assistant Professor of Kinesiology, B.S., Ed.D., University of North Carolina at Greensboro; M.S., University of North Carolina at Charlotte

Jessica R. Bostic (2022), Associate Professor of Biology, B.A., University of North Carolina at Charlotte; M.S., University of Nebraska at Kearney; Ph.D., Liberty University

Robert W. Brewer (2005), Assistant Professor of Religion, Campus Chaplain, B.S., Appalachian State University; M.Div., 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

Anna G. Carter (2013), Assistant Professor of Exercise Science, B.A., M.A., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro

Colleen F. Colby (2011), Associate Professor of English and Communication Studies; Director of the Global Communication Center, B.A., State University of New York at Geneseo; M.F.A., University of North Carolina at Greensboro; J.D., University of New York at Buffalo

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

Sandra L. Cooke (2020) Associate Professor of Biology, B.A., Ohio Wesleyan University; Ph.D., Lehigh 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

Stuart Davidson (1997), Professor of Mathematics, B.S., Heriot Watt University (Scotland); M.S., Ph.D., Old Dominion University

Amy M. Ernstes (2025), Assistant Professor of Sociology, B.A., M.S., Loyola University Chicago; M.A., University of North Carolina at Greensboro; Ph.D., Virginia Tech

Haley K. Gabrielle (2024), Assistant Professor of Religion, B.A., Kenyon College; Ph.D., Emory University

Catherine M. Gold (2019), Assistant Professor of Health Sciences, B.S., Towson University; M.S., American Public University; M.S., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro

Josephine M. Hall (2011), Professor of Theatre, B.A., University of Birmingham; M.F.A., Louisiana State University

Laura K. Handler (2022), Associate Professor of Education, B.A., University of North Carolina at Chapel Hill; M.Ed., Ph.D., University of North Carolina at Charlotte

Hasije P. Harris (2022), Assistant Professor of Accounting, B.S., High Point University; M.B.A., University of North Carolina at Pembroke

Wayne Harrison (2001), Professor of Chemistry, B.A., University of Tennessee at Chattanooga; Ph.D., Iowa State University

Ashley S. Hyers (1997), Assistant Professor of Theatre and Dance, B.S., Wofford College; M.Ed., University of North Carolina at Greensboro

Hope W. Jackson (2023), Assistant Professor of English, B.A., M.A., North Carolina Agricultural and Technical State University; Ph.D., University of North Carolina at Greensboro

L. Wayne Johns (2007), Director of the George Center for Honors Studies; Professor of English, B.A., St. Andrew's Presbyterian College; M.F.A., Georgia State University; Ph.D., Florida State University

Mahealani M. Jones (2019), Instructor of Theatre, A.F.A., Wayne Community College; B.F.A., North Carolina School of the Arts

Kathleen Keating (1998), Professor of English, B.A., Wellesley College; M.A., Ph.D., University of California at Irvine

Elena T. King (2014), 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

Karen L. Knoch, (2021), Associate Professor of Business, B.A., Huntingdon College; M.B.A., Florida Atlantic University; Ph.D., North Carolina Agricultural and Technical State University

James v Langer (1995), Professor of Art, B.F.A., Boston University; M.F.A., University of North Carolina at Greensboro

Elizabeth F. Lewis (2022), Assistant Professor of Mathematics, B.A., Maryville College; M.S., Ph.D., University of Tennessee

Mark R. Luna (2022), Assistant Professor of Business, B.A., University of Southern California; M.B.A., Claremont Graduate University; M.A., Ph.D., Fielding Graduate University

Daniel J. Malotky (2003), Lucy H. Robertson Professor of Religion, Ethics and Philosophy; Vice President for Academic Affairs and Provost, B.A., St. Olaf College; M.A., Ph.D., University of Chicago

William Perry Morgan-Hall (2011), Professor of Theatre, B.F.A., M.S., Long Island University; M.F.A., Naropa University

Yen Nguyen (2025), Assistant Professor of Business Administration, B.A., Foreign Trade University (Vietnam); M.B.A., Andrews University (U.S.A. & Vietnam); M.Mart., University of Otago (New Zealand); Ph.D., University of Otago (New Zealand)

Aaron M. Noë (2025), Assistant Professor of Music, B.S., Greensboro College; M.M., Virginia Commonwealth University

Allison L. Palmadessa (2014), Professor of History, B.A., Greensboro College; M.A., Ph.D., University of North Carolina at Greensboro

Dorisa L. Parker (2021), Assistant Professor of Psychology, B.A., M.S., North Carolina Agricultural and Technical State University

Jonathan L. Pickeral (2015), Associate Professor of Kinesiology, B.S., Greensboro College; M.S.Ed., Canisius College; Ed.D., East Carolina University

Michelle Plaisance (2014), 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

Kelly A. Poquette (2024), Assistant Professor of Music, B.A., Wisconsin Lutheran College; M.A., VanderCook College of Music; Ph.D., University of North Carolina at Greensboro

Sean A. Saari (2016), Associate Professor of Theatre, B.A., Greensboro College; M.F.A., University of Georgia

Anthony J. Schraeder (2022), Instructor of Media Studies; Assistant Director of the Global Communication Center, B.S., Greensboro College; M.F.A., University of North Carolina at Greensboro

David S. Sebren (2025), Assistant Professor of Theatre, B.F.A., University of North Carolina at Greensboro; M.F.A., Florida State University

Jessica G. Sharpe (2007), Professor of Biology; Associate Vice President for Academic Affairs and Dean of the Faculty, B.A., University of North Carolina at Chapel Hill; Ph.D., Brody School of Medicine at East Carolina University

Kristin A. Sheridan (2014), Associate 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

Yul Eum Sim (2024), Assistant Professor of Biology, B.S., Dongguk University (South Korea); Ph.D., University of Missouri-Columbia

Brittany M. Søndberg (2015), Professor of Art, B.F.A., East Carolina University; M.F.A., University of North Carolina at Greensboro

Jason M. Stroud (2020), Associate Professor of History, B.A., The Citadel; M.A., North Carolina State University; Ph.D., University of North Carolina at Greensboro

Ruchi P. Upadhyay (2023), Assistant Professor of Economics, B.A., Gujarat University (India); M.A., Maharaja Sayajirao University (India); Ph.D., Central University of Gujarat (India)

Natasha W. Veale (2014), Moore Professor of Special Education, B.S., M.Ed., University of North Carolina at Greensboro; B.S., North Carolina Agricultural and Technical State University; Ph.D., Capella University; Ed.D., California Baptist University

Anna J. White (2022), Director of the Library, B.S., M.L.S., East Carolina University

Hee Jun Yang (2023), Assistant Professor of Religion, B.Th., Methodist Theological

Seminary; M.Div., Th.M., Duke University; Ph.D., Claremont Graduate University; Ph.D., University of Munster (Germany)

Adjunct Faculty

Diona M. Akens, Adjunct Instructor of English, B.A., Kutztown University of Pennsylvania; M.F.A., Arcadia University

Ashley M. Allen, Adjunct Instructor of Education, B.S., M.Ed., Ph.D., University of North Carolina at Greensboro

Lisa B. Alley, Adjunct Instructor of Greensboro College Seminar; Director of Academic Support, B.S., Greensboro College

Lisa M. Amani, Adjunct Instructor of Kinesiology, B.A., The American University

Thomas Anderson, Adjunct Instructor of Special Education, B.A., University of Colorado; M. Ed., University of North Carolina at Greensboro

Polly C. Anton, Adjunct Instructor of Career and Life Directions, B.A., M.A., University of North Carolina at Chapel Hill

John Ariansen, Adjunct Instructor of Business, B.S., M.B.A., University of North Carolina at Greensboro

Caryn J. Atwater, 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

Jenna R. Avent, Adjunct Instructor of Greensboro College Seminar; Assistant Vice President of Academic Services, B.A., M.Ed., University of North Carolina at Greensboro

Georgieann Bogdan, Adjunct Instructor of Anthropology and Greensboro College Seminar; Director of Academic Accessibility, B.A., University of North Carolina at Greensboro; M.A., Wake Forest University

Diane Bonds, Adjunct Instructor of Music, B.M., University of North Carolina at Chapel Hill; M.M., Univeristy of Texas at Austin

Martha M. Bunch, Adjunct Instructor of Career and Life Directions and Greensboro College Seminar; Associate Vice President for Academic Administration, B.A., Duke University; M.Ed., University of North Carolina at Greensboro

Sherea Burnett, Adjunct Instructor of Political Science, B.A., University of North Carolina at Chapel Hill; J.D., Elon University School of Law

Lynne Caldwell, Adjunct Instructor of Religion, B.A., Greensboro College; M.F.A., University of North Carolina at Greensboro

Daniel S. Cameron, Adjunct Instructor of English, B.A., M.A.T., University of North Carolina at Chapel Hill

Theresa J. Campbell, Adjunct Instructor of History, B.A., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

Jacqueline S. Canter, Adjunct Instructor of Voice, B.M., M.M., East Carolina University

George D. Cheatham, Adjunct Instructor of Legal Administration; Reference Desk Assistant, B.A., Washington College; J.D., University of Minnesota Law School

Merilee D. Chesney, Adjunct Instructor of Education, B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill

Jason Citty, Adjunct Instructor of Psychology, B.S.W., University of North Carolina at Greensboro; M.S.W., University of North Carolina at Greensboro and North Carolina Agricultural and Technical State University

Jason S. Cooke, Adjunct Instructor of English, B.A., East Carolina University; M.A., Old Dominion University

Kimberly Cuny, Adjunct Instructor of English, Communication and Media Studies, B.A., Monmouth University; M.A., M.F.A., University of North Carolina at Greensboro

Jeanine P. Dawson, Adjunct Instructor of Accounting, B.S., University of Maryland; M.A., Regent University; M.Ed., Dallas Baptist University

Amanda R. Diorio, Adjunct Instructor of Dance, B.F.A., Temple University; M.F.A., University of North Carolina at Greensboro

Danielle Dicenzo, Adjunct Instructor of English, B.A., Pennsylvania State University; M.F.A., Georgia College & State University

Abby M. Dobs, Adjunct Instructor of English and Teaching English to Speakers of Other Languages, B.A., Ohio Wesleyan University; M.A., University of North Carolina at Charlotte; Ph.D., Pennsylvania State University

Mackenzie A. Douthit, Adjunct Instructor of Mathematics, B.A., Southeastern University; M.A., Wake Forest University

Warché K. Downing, Adjunct Instructor of Career and Life Directions and Greensboro College Seminar; Dean of Student Success and Engagement, B.A., University of North

Carolina at Chapel Hill; M.Ed., Ph.D., University of North Carolina at Greensboro

Carmen M. Eby, Adjunct Instructor of Clarinet, B.A., Luther College; M.M., Ohio State University

Deborah A. Egekvist, Adjunct Instructor of Flute, B.M., Lawrence University; M.M., Eastman School of Music; D.M., Florida State University

Jerry Fisk, Adjunct Instructor of Greensboro College Seminar; Director of Athletics, B.S., Roberts Wesleyan University; M.A., University of North Carolina at Chapel Hill

Degania Fortson, Adjunct Instructor of Teaching English to Speakers of Other Languages, B.A., University of Georgia; M.A., University of Phoenix; M.A., Greensboro College

Chasta Galloway, Adjunct Instructor of Kinesiology, A.S., Jefferson College of Health Services; B.S., Winston-Salem State University; M.H.A., Liberty University

Tica L. Green, Adjunct Instructor of Career and Life Directions, Greensboro College Seminar, and Religion; Director of Academic Success, B.S., Greensboro College: M.Div., Duke University

April Greenwood, Adjunct Instructor of Education, B.S., Appalachian State University; M.Ed., Salem College

Clarisse G. Grubby, Adjunct Instructor of Business Administration, B.S., Western Michigan University; M.B.A., University of North Carolina at Greensboro

Lisa M. Gunther, Adjunct Professor of Psychology, B.A., M.A., Ph.D., State University of New York at Binghamton

John Hedlund, Adjunct Instructor of Sociology, B.A., City College of New York; M.S. North Carolina State University; Ph.D. North Carolina State University

Ashlynn Hodges, Adjunct Instructor of Psychology, A.A., Guilford Technical Community College; B.S.W., M.S.W., University of North Carolina at Greensboro

Melissa Hosey, Adjunct Instructor of Education, B.A., University of North Carolina at Chapel Hill; B.S., University of North Carolina at Greensboro; M.A., Gardner-Webb University

Eve Hubbard, Adjunct Instructor of Violin, B.M., Unversity of North Carolina at Greensboro; M.M., Northwestern University

Addie T. Jackson, Adjunct Instructor of English, B.A., University of North Carolina at Chapel Hill; M.A., North Carolina Agricultural and Technical State University

Nija R. James, Adjunct Instructor of Mathematics, B.S., M.S., North Carolina Agricultural and Technical State University; Ph.D., Liberty University

Richard L. Jenkins, Adjunct Instructor of Mathematics, B.S., Appalachian State University; M.A., University of North Carolina at Greensboro

Michael A. Johnston, Adjunct Instructor of Kinesiology; Head Women's Soccer Coach; Sports Performance Specialist, B.S., M.S., University of North Carolina at Greensboro

Eric Juth, Adjunct Instructor of Communication, B.F.A., Temple University; M.A., M.F.A., Wake Forest University

Karl J. Kassner, Adjunct Instructor of Trumpet, B.M., North Carolina School of the Arts

Christoph S. Kresse, Adjunct Instructor of Communication, B.A., M.A., Clemson University

Anna G. Lampidis, Adjunct Instructor of Oboe, B.M., University of Miami (Florida); M.M., Yale University; D.M.A., University of North Carolina at Greensboro

Megan Lampron, Adjunct Instructor of Theatre, B.A., Greensboro College

Marjorie B. Larkin, Adjunct Assistant Professor of Biology and Science Education Emerita, B.S., University of Georgia; M.A.T., Georgia Southern University

Paul L. Leslie, Adjunct Professor of Sociology; Chief Academic Officer Emeritus, B.A., Clark University; M.A., Ph.D., Boston University

Samuel Leslie, Adjunct Instructor of Psychology, B.A., Greensboro College; M.A. George Mason University

Wilson Lester, Adjunct Instructor of Business, B.S., Greensboro College; M.S., Michigan State University

Teresa Little, Adjunct Instructor of Education, B.S., Greensboro College; M.A., Appalachian State University; Ph.D., University of North Carolina at Greensboro

Vivian A. Lutian, Adjunct Instructor of English, B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro

Duaa K. Makhoul, Adjunct Instructor of Teaching English to Speakers of Other Languages, B.A., University of Jordan (Jordan); M.A., University of North Carolina at Charlotte

Martin O. Malotky, Adjunct Instructor of Religion; Registrar's Office Coordinator, B.A., Davidson College; M.Sc., University of Edinburgh (Scotland)

Amanda S. Martin, Adjunct Instructor of Kinesiology, B.S., University of North Carolina at Greensboro; M.S., North Carolina Agricultural and Technical State University

Collin McCrae, Adjunct Instructor of Voice, B.M., M.M., University of North Carolina at Greensboro

L. Andrew Mock, Adjunct Instructor of Music, B.M., M.M., University of North Carolina at Greensboro

Thomas G. Moore, Adjunct Instructor of Greensboro College Seminar; Associate Director of Admissions, B.S., Saint Joseph's University; M.A., Hood College; M.Div., Mount St. Mary's University; Ed.D., Rutgers University

Timothy S. Moore, Adjunct Instructor of Religion, B.S., Greensboro College; M.Div., Duke University; M.L., University of Saint Andrews (Scotland); D.M., Hood Theological Seminary

Candace Myers, Adjunct Instructor of English, B.S., M.A., Appalachian State University

James O'Gara, Adjunct Instructor of Music, B.S., Greensboro College; M.M., The State University of New York Purchase College

Katrina G. O'Neill, Adjunct Instructor of Greensboro College Seminar; International Student Services Advisor and Success Coach, B.S., Greensboro College

Devin D. Phifer, Adjunct Instructor of Greensboro College Seminar; Director of First Year Experience, B.S., Greensboro College; M.Ed., University of North Carolina at Greensboro

Shana L. Plasters, Adjunct Instructor of Career and Life Directions and Greensboro College Seminar; Dean of Students, B.A., Pittsburgh State University; M.S., University of Central Missouri

Susan K. Proctor, Adjunct Instructor of Theatre, B.A., State University of New York; M.F.A., Catholic University of America; Ph.D., University of Oklahoma

Malinda M. Rathbone, Adjunct Instructor of Education, B.A., M.A., University of North Carolina at Charlotte

Juanita S. Ray, Adjunct Instructor of Theatre, B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Greensboro

Martha Ray, Adjunct Instructor of Education, B.S., M.Ed., University of North Carolina at Greensboro

Alicia Reid, Adjunct Instructor of Teaching English to Speakers of Other Languages, B.A., Belmont Abbey College; M.Ed., University of North Carolina at Charlotte

Tyla Ricks, Adjunct Instructor of Education, B.S., M.S., East Carolina University; Ph.D., University of North Carolina at Greensboro

Charles Robinson, Adjunct Instructor of Education, B.A., Saint Augustine's University; M.S., North Carolina Agricultural and Technical State University

Timothy W. Sims, 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, Adjunct Instructor of Art Education, A.A., Snow College; B.F.A., Utah State University; M.F.A., Miami University

Daniese H. Smith, Adjunct Instructor of Education, A.B., Greensboro College; M.Ed., University of North Carolina at Greensboro

Taffey A. Stout, Adjunct Instructor of Business, B.B.A., M.B.A., University of Georgia

Kim G. Summers, Adjunct Instructor of Percussion, B.M.E., East Carolina University; M.M., The American Band College-Southern Oregon

Sarah L. Taylor, Adjunct Instructor of Music, B.M., University of North Carolina at Chapel Hill; M.M., D.M.A., University of North Carolina at Greensboro

Lawrence E. Thee, Adjunct Instructor of Music, B.M.Ed., Murray State University; M.M., University of Illinois

Gerald R. Thomas, Adjunct Instructor of Criminal Justice, B.A., Greensboro College; M.A., University of North Carolina at Greensboro

William Villano, Adjunct Instructor of Education, B.A., M.A.T., Binghampton University; Ph.D., University of North Carolina at Greensboro

Stephen C. Ware, Adjunct Instructor of Tuba, B.M., North Carolina School of the Arts

Aaron J. Weibe, Adjunct Instructor of Guitar, B.A., Greensboro College; M.A., Johns Hopkins University

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Patrick W. Wilder, Adjunct Instructor of Communication, B.A., Greensboro College; M.J., University of Maryland

Paula M. Wilder, Adjunct Instructor of English and Greensboro College Seminar, Director of International Programs, A.A., Columbia International University; B.A., Guilford College; M.A., Greensboro College

Detoine C. Williams, Adjunct Instructor of English, B.A., B.S., University of North Carolina at Greensboro; M.A., Liberty University

David L. Wulfeck, Adjunct Instructor of Trombone, B.M., University of North Carolina at Greensboro; M.M., University of Northern Colorado

Susan E. Young, Adjunct Instructor of Piano; Staff Accompanist, B.M. in Music Education, Appalachian State University; M.M., University of North Carolina at Greensboro

Faculty Emeriti

Years listed indicate years of service at Greensboro College.

Victor E. Archibong (1987-2025), Professor of Political Science Emeritus, B.L., Nigerian Law School; J.D., University of Puget Sound; B.S., M.Phil., M.A., Ph.D., University of Kansas

Calhoun Bond, Jr. (1994-2022), Professor of Biology Emeritus, B.A., Amherst College; Ph.D., University of North Carolina at Chapel Hill

Neill M. Clegg, Jr. (1989-2024), Associate Professor of Music Emeritus, B.M., M.M., University of North Carolina at Greensboro

Debra M. Davidson (1986-2019), Professor of Education Emerita, B.S., Appalachian State University; M.S., University of Nebraska at Omaha; Ph.D., University of Nebraska

Jane C. Girardi (1985-2015), Assistant Professor of German Emerita, B.A., Birmingham-Southern College; M.A., 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

Randy R. Hunt (1991-2018), Professor of Exercise and Sport Studies Emeritus, B.A., Glenville State College; M.S., Ed.D., West Virginia University

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

Paul L. Leslie (1989-2020), Professor of Sociology and Chief Academic Officer Emeritus, B.A., Clark University; M.A., Ph.D., Boston University

G. Jean Lojko (1981-2023), Jefferson-Pilot Professor of Physical Education Emerita, B.S., University of North Carolina at Greensboro; M.A., Appalachian State University

Richard A. Mayes (1985-2021), Jefferson-Pilot Professor of Biology Emeritus, B.S., M.S., University of Illinois; Ph.D., University of Texas

Jane G. McKinney (1988-2024), Professor of Music Emerita, B.M., M.M., Ed.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

John A. Saari (1990-2024), Professor of Theatre Emeritus, B.A., Lake Superior University; M.F.A., Virginia Polytechnic Institute and State University

David J. Schram (1989-2021), Jefferson-Pilot Professor of Theatre Emeritus, B.A., Biscayne College; M.F.A., Florida State 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

Michael P. Sistrom (2003-2021), Professor of History Emeritus, B.A., University of Oregon; M.A., Ph.D., University of North Carolina at Chapel Hill

Wanda H. Szenasy (1996-2008), Associate Professor of Education Emerita, B.A., M.Ed., Ed.S., University of North Carolina at Greensboro

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 and Staff

Staff listings do not include all part-time employees of the College. Year listed indicates year of initial appointment at Greensboro College.

President's Cabinet

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

Sheila D. Barber (2024), Chief Financial Officer, B.S., Guilford College; M.B.A., East Carolina University; C.P.A., State of North Carolina

B. Randy Doss (2022), Vice President for Enrollment and Athletics, B.S., Guilford College; M.B.A., University of North Carolina at Greensboro

Daniel J. Malotky (2003), Vice President for Academic Affairs and Provost; Lucy H. Robertson Professor of Religion, Ethics and Philosophy, B.A., St. Olaf College; M.A., Ph.D., University of Chicago

Emily M. Scott (2011), Chief of Staff and Vice President for Administration, B.A., University of North Carolina at Chapel Hill; M.P.A., North Carolina State University

Jessica G. Sharpe (2007), Associate Vice President for Academic Affairs and Dean of the Faculty; Professor of Biology, B.A., University of North Carolina at Chapel Hill; Ph.D., Brody School of Medicine at East Carolina University

Academic Advising and Support

Martha M. Bunch (1986), Associate Vice President for Academic Administration, B.A., Duke University; M.Ed., University of North Carolina at Greensboro

Lisa B. Alley (1995), Director of Academic Support, B.S., Greensboro College

Jenna R. Avent (2013), Assistant Vice President of Academic Services, B.A., M.Ed., University of North Carolina at Greensboro

Georgieann Bogdan (2016), Director of Academic Accessibility, B.A., University of North Carolina at Greensboro; M.A., Wake Forest University

Tica L. Green (2013), Director of Academic Success, B.S., Greensboro College; M.Div., Duke University

Devin D. Phifer (2023), Director of First Year Experience, B.S., Greensboro College; M.Ed., University of North Carolina at Greensboro

Academic Affairs

Donnieshia B. Harris (2025), Executive Administrative Assistant to the Vice President for Academic Affairs and Provost and the Dean of the Faculty

Carolyn A. Collier (2023), Administrative Assistant to the Faculty

Admissions

Jalen O. Pearson (2023), Director of Admissions, B.A., Greensboro College; M.Ed., Tiffin University

Carissa D. Cain (2021), Assistant Director of Admissions and Events, B.A., Greensboro College; M.Ed., Tiffin University

Andrew M. Friedrichs (2021), Admissions Counselor, B.A., Greensboro College

Emily Hendricks (2025), Admissions Counselor, B.A., University of North Carolina at Greensboro

Robert B. Kesler (2023), Admissions Administrative Assistant, B.A., University of North Carolina at Chapel Hill

Tierra R. Lane (2023), SLATE Administrator, B.S., Southern University and Agricultural and Mechanical College; M.H.A., Louisiana State University

Thomas G. Moore (2024), Associate Director of Admissions, B.S., Saint Joseph's University; M.A., Hood College; M.Div., Mount St. Mary's University; Ed.D., Rutgers University

Assessment

Kristi McCaskill (2023), Director of Assessment, B.A., M.Ed., University of North Carolina at Chapel Hill; Ph.D., University of Holy Cross

Athletics

Jerry Fisk (2024), Director of Athletics, B.S., Roberts Wesleyan University; M.A., University of North Carolina at Chapel Hill

Nathanael R. Bates (2021), Head Men's Lacrosse Coach, B.S., Taylor University; M.Ed., Liberty University

Erin E. Bettleyon (2024), Assistant Athletic Trainer, B.S., Marymount University; M.A.T., Texas Tech University Health Sciences Center

Daniel G. Bozarth (2025), Head Women's Volleyball Coach, B.S., University of North Carolina at Greensboro; M.S., High Point University

Karen M. Buxton (2021), Associate Athletics Director; Head Triathlon Coach; Senior Women's Administrator, B.S., Johnson State College; M.Ed., Temple University

Tyler W. Card (2020), Head Football Coach, B.A., Southern Virginia University; M.S., Sul Ross State University; M.S., Weber State University

Abigail S. Chopelas (2023), Associate Athletic Trainer, B.S., Catawba College; M.At., University of Arkansas

Jadin L. Dewith (2024), Assistant Athletic Trainer, B.S., Florida Southern College; M.S. University of North Carolina at Charlotte

Christopher R. Fenisey (2021), Head Baseball Coach, B.A., Saint Leo University

Aaron W. Fernandez (2024), Head Women's Basketball Coach, B.Ed., Western Carolina University; M.Ed., Xavier University

G. Kendrick Fruits (2024), Assistant Director of Sports Information, B.S., Appalachian State University

Justin J. Harty (2022), Head Men's and Women's Wresting Coach, B.A., University of North Carolina at Chapel Hill

Robert Heavner (2024), Director of Athletic Development; Assistant Men's Golf Coach

Steven L. Johnson (1990), Head Men's Golf Coach, B.S., Greensboro College

Michael A. Johnston (2021), Head Women's Soccer Coach; Sports Performance Specialist, B.S., M.S., University of North Carolina at Greensboro

Korey McCulley (2024), Head Men's and Women's Swim Coach; B.A., Butler University

Michael A. McDuffie (2025), Head Men's Basketball Coach, B.S., Greensboro College; M.S. Western Carolina University

Jena G. Miller (2014), Athletics Department Administrator; Senior Compliance Administrator, B.S., Greensboro College

Ty Q. Shwallon (2020), Assistant Football Coach, B.S., Guilford College

Dontavius K. Smith (2025), Assistant Football Coach, B.A., Georgia Southern University; M.A., Kaplan University; M.S., Sul Ross State University

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Maurice Torain (2023), Assistant Football Coach, B.A., Greensboro College

Jacob L. Weinshank (2025), Head Men's Soccer Coach, B.A., Salve Regina University; M.A., University of Maine

Patrick Westervelt (2025), Head Men's and Women's Cross Country Coach, B.S., Guilford College; M.S., University of North Carolina at Greensboro

Stephen T. Widenhouse (2023), Director of Sports Information, B.A., Pfeiffer University

Ethan M. Williams (2021), Assistant Athletics Director for Sports Medicine, B.S., M.S., University of North Carolina at Greensboro

Thomas J. Woodburn (2022), Building Manager for the Royce and Jane Reynolds Family Student Life Center; Assistant Men's and Women's Wrestling Coach, B.A., University of North Carolina at Greensboro

Mallory L. Zelawski (2021), Head Women's Lacrosse Coach, B.S., Indiana University of Pennsylvania; M.S., Northern Arizona University

Business and Finance

Marcia Rhodes (2023), Accounts Payable Analyst

Career and Personal Development

Caryn J. Atwater (2015), Director of Career and Personal Development, B.S., Long Island University/C.W. Post; M.A., Tufts University

Conferences and Events

Casey J. Daniel (2021), Director of Conferences and Events, B.A., Greensboro College

Development

F. Julianne Schatz (1990), Executive Director for Development and Alumni Relations, B.A., M.A., Greensboro College

Elena L. Henry (2002), Director of Development Services, B.A., Greensboro College

Sharon Van Winkle (2022), Development Services Administrator, B.B.A., Dowling College

Educator Preparation Program

Rebecca F. Blomgren (1988), Jefferson-Pilot Professor of Education; Director of the Educator Preparation Program, A.B., M.Ed., Indiana University; Ed.D., University of North Carolina at Greensboro

Pamela J. Bennett (1991), Assistant Director of the Educator Preparation Program, A.S., Southern West Virginia Community College; B.S., Greensboro College

Human Resources

Stephanie L. Tiric (2022), Director of Human Resources. B.B.A., Eastern Michigan University; M.S., University of Louisville

Dina Spiridigliozzi (2022), Human Resources Generalist

Inclusive Excellence

Juliet J. Lowery (2022), Vice President and Chief Diversity Officer, B.A., Bradley University; M.A., University of Tulsa; Ed.D., Fielding Graduate University

International Programs

Paula M. Wilder (2014), Director of International Programs, Adjunct Instructor of English, A.A., Columbia International University; B.A., Guilford College; M.A., Greensboro College

Katrina G. O'Neill (2023), International Student Services Advisor and Success Coach, B.S., Greensboro College

Library Services

Anna J. White (2022), Director of the Library, B.S., M.L.S., East Carolina University

Dawn Bish (2023), Reference and Instruction Librarian, B.A., Saint Joseph's College; M.L.I.S., University of North Carolina at Greensboro; Ed.D., Argosy University

LaQuantis K. Neal (2022), Library Specialist, B.A., University of North Carolina at Greensboro

Marketing and Communications

Thomas M. Saitta (2016), Chief Marketing Officer, B.F.A., University of North Carolina at Greensboro

Dakota W. Bracey (2025), Assistant Director of Marketing and Communications, B.A.Sc., Morgan State University

Rosemary P. Kenerly (2025), Strategic Communications Manager, B.A., University of North Carolina at Chapel Hill

Postal Services

Donald R. Outlaw (2011), Mailroom Superintendent

Pride Shop

Clifford Braly (1996), Pride Shop Manager, B.S., University of North Carolina at Asheville

Public Safety and Security

Pamelia McAdoo-Rogers (2024), Director of Campus Safety and Security, B.A., M.S., North Carolina Agricultural and Technical State University

Michael P. Farmer (2020), Security Officer

Jason E. Holt (2015), Security Officer

Barney Kearney (2022), Security Officer, A.A., Liberty University

Shmeika King (2025), Telecommunicator, B.S., Guilford College

Lykeysha R. Lawrence (2025), Security Officer, A.A., Tidewater Tech; B.S., Strayer University

Raymond F. Reece (2025), Assistant Director of Public Safety and Security

Ronald Rogers (2025), Security Officer, B.S., North Carolina Agricultural and

Technical State University

Registrar

Travis S. Mickey (2013), Registrar, B.S., University of North Carolina at Greensboro

Martin O. Malotky (2024), Registrar's Office Coordinator, B.A., Davidson College; M.Sc., University of Edinburgh (Scotland)

Chelsey A. Moore (2023), Assistant Registrar, B.S., Western Illinois University

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

Residence Life

Mary K. Cross (2025), Director of Residence Life, B.A., M.Ed., St. Andrews Univeristy

Student Development

Shana L. Plasters (2015), Assistant Vice President and Dean of Students, B.A., Pittsburg State University (KS); M.S., University of Central Missouri

Devin D. Pfifer, (2023), Director of First Year Experience, B.S., Greensboro College; M.Ed., University of North Carolina at Greensboro

Student Financial Services

Lindsay S. Latham (2011), Senior Director of Student Financial Services, B.S., Greensboro College

Andrea M. Humble (1995), Director of Student Accounts, B.S., Greensboro College

Ryan Mickey (2018), Financial Aid Data Specialist, B.S., University of North Carolina at Greensboro

Joan Springett-Coscia (2020), Student Financial Services Coordinator

Student Health and Wellness

Lauren T. Childrey (2011), Director of Student Health and Wellness, B.S.N, R.N., N.C.S.N., University of North Carolina at Greensboro

Micah Wyatt, Director of Counseling Services, B.S., North Carolina Agricultural and Technical State University; M.S., University of Phoenix; M.S., Capella University

Student Success and Engagement

Warché K. Downing (2022), Dean of Student Success and Engagement, B.A., University of North Carolina at Chapel Hill; M.Ed., Ph.D., University of North Carolina at Greensboro

Jonathan A. Hall (2014), Director of Student Engagement, B.S., Greensboro College

Katrina G. O'Neill (2023), International Student Services Advisor and Success Coach, B.S., Greensboro College

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