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

http://www.greensboro.edu/course-catalog/

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

Students are responsible for fulfilling the degree requirements that are in effect at the time of their initial enrollment at Greensboro 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 *Graduate Academic Catalog.*

Greensboro College also publishes an *Undergraduate Academic Catalog* which describes the undergraduate program of the College.

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

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INTRODUCTION TO GREENSBORO COLLEGE

Greensboro College at a Glance

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

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

Academic Calendar:
Two semesters and a summer school, with short sessions within each term accommodate special programs.

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

Faculty:
Fifty-one full time instructional faculty members. (Fall 2022)

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

Graduate Degree Programs:
Master of Arts in Theology, Ethics, and Culture; Master of Arts in Teaching English to Speakers of Other Languages (TESOL); Master of Arts in Teaching in TESOL; and Master of Education in Birth through Kindergarten Education, Elementary Education, Special Education: General, and Special Education: Adapted.

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

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

The Jones Library is open 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.

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

Computer Facilities:
Computers for open student use are located in the Library, Proctor Hall West 206, Proctor Hall West 307, the PEAK, and the Royce Reynolds Family Student Life Center. The First Citizens Bank Global Communication Center is located on the garden level of Jones Library and features video and podcasting studios, collaborative and study spaces, computers, and media equipment; students are encouraged to use the skills of our professional consultants to enhance their writing, speaking and use of digital media. The Cowan Humanities Building has three computerized classrooms, including the News & Record Technology Lab, a writing classroom, and the art department's Mac Lab. Proctor Hall houses computer labs that are available for student use when not being used for classes. The PEAK on the third floor of Main Building has computers and specialized software to support the academic services provided to students. A campus fiber optic backbone supports connections to the network from faculty offices, classrooms, the Library and residence hall rooms. The entire campus, including classroom buildings, public areas, the Library, and residence halls, has wireless Internet access throughout.

Academic Honor Society:
Kappa Delta Pi, international education honor society

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

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

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

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

Title IX Statement: Notice of Non-Discrimination:
Greensboro College, in accordance with Federal Title IX regulations and our 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
400 Maryland Avenue, SW
Washington, DC 20202-1328
OCR@ed.gov
800-421-3481
https://www2.ed.gov/about/offices/list/ocr/index.html

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 Solomon Lea Center, a central location for special events.

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

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

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 Teaching English to Speakers of Other Languages; Theology, Ethics, and Culture; Elementary Education; Special Education; and Birth-Kindergarten Education. 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 184th year.

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

The 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.

2022-2023 Academic Calendar

Standard Classes

Fall 2022:

First day of Weekend I classes	Friday, August 5
First day of regular classes	Tuesday, August 9
Last day of drop/add for Weekend I classes; last day to change a Weekend I class from credit to audit	Friday, August 12
Last day of drop/add for regular classes; last day to change a regular class from credit to audit	Monday, August 15
Labor Day holiday, all classes cancelled	Monday, September 5
Last day to withdraw from a Weekend I class with a "W" grade; last day to select pass/fail for a Weekend I class	Friday, September 2
Assessment Day, classes with start times prior to 4:00 p.m. cancelled	Wednesday, September 21
Deadline to resolve Incomplete grades from Spring and/or Summer 2022 terms, all classes	Friday, September 23
Weekend I ends	Saturday, September 24
Weekend II begins	Friday, September 30
Midterm grades due	Friday, September 30
Fall Break, all classes cancelled	Monday-Tuesday, October 10-11
Last day of drop/add for Weekend II classes; last day to change a Weekend II class from credit to audit	Friday, October 7
Academic advising for Spring 2023 terms	Monday, October 17-Friday, November 11
Last day to withdraw from a regular class with a "W" grade; last day to select pass/fail for a regular I class	Friday, October 21
Registration for Spring 2023 terms opens (staggered schedule according to classification)	Monday, October 24
Last day to withdraw from a Weekend II	Friday, October 28

class with a "W" grade; last day to select pass/fail for a Weekend II class	
Showcase Day; classes with start times prior to 6:00 p.m. cancelled	Tuesday, November 8
Last day of regular classes	Tuesday, November 15
Reading Day	Wednesday, November 16
Exams begin	Thursday, November 17
Weekend II ends	Saturday, November 19
Exams end	Tuesday, November 22
Final grades for all graduating students due to Registrar, 12:00 p.m.	Tuesday, November 29
Final grades for all other students due to Registrar, 12:00 p.m.	Wednesday, November 30

Spring 2023:

First day of Weekend I classes	Friday, January 6
First day of regular classes	Monday, January 9
Last day of drop/add for regular classes; last day to change a regular class from credit to audit	Friday, January 13
Last day of drop/add for Weekend I classes; last day to change a Weekend I class from credit to audit	Friday, January 13
MLK Day holiday, all classes cancelled	Monday, January 16
Last day to withdraw from a Weekend I class with a "W" grade; last day to select pass/fail for a Weekend I class	Friday, February 3
Deadline to resolve Incomplete grades from Fall 2022, all classes	Friday, February 17
Assessment Day, classes with start times prior to 4:00 p.m. cancelled	Wednesday, February 22
Midterm grades due	Friday, February 24
Weekend I ends	Saturday, February 25
Weekend II begins	Friday, March 3
Spring Break, regular classes cancelled	Monday, March 6-Friday, March 10
Last day of drop/add for Weekend II classes; last day to change a Weekend II class from credit to audit	Friday, March 10
Academic advising for Summer and Fall 2023 terms	Monday, March 20-Friday, April 14
Last day to withdraw from a regular class with a "W" grade; last day to select pass/fail for a regular class	Friday, March 24
Registration for Summer and Fall 2023 terms open (staggered schedule according to classification)	Monday, March 27
Last day to withdraw from a Weekend II class with a "W" grade; last day to select pass/fail	Friday, March 31

for a Weekend II class	
Good Friday and Easter holiday, all classes cancelled	Friday, April 7-Sunday, April 9
Showcase Day	Tuesday, April 18
Last day of regular classes	Friday, April 21
Reading Day	Monday, April 24
Exams begin	Tuesday, April 25
Weekend II ends	Saturday, April 29
Exams end	Saturday, April 29
Final grades for all graduating students due to Registrar, 3:00 p.m.	Tuesday, May 2
Final grades for all other students due to Registrar, 12:00 p.m.	Wednesday, May 3
Baccalaureate/Cap and Gown Ceremony	Friday, May 5
Commencement	Saturday, May 6

Summer 2023:

First day of Summer Session I	Monday, May 15
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 17
Memorial Day holiday, all classes cancelled	Monday, May 29
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, May 31
Last day of Summer Session I	Thursday, June 15
Exams for Summer Session I	Friday, June 16-Saturday, June 17
Final Summer Session I grades due to Registrar, 12:00 p.m.	Tuesday, June 20
Summer Session II begins	Monday, June 26
Last day of drop/add for Summer Session II classes; last day to change a Summer Session II class from credit to audit	Wednesday, June 28
Independence Day holiday, all classes cancelled	Tuesday, July 4
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 12
Last day of Summer Session II	Thursday, July 27
Exams for Summer Session II	Friday, July 28-Saturday, July 29
Final grades for Summer Session II due to Registrar, 12:00 p.m.	Tuesday, August 2

GENERAL INSTITUTIONAL POLICIES

Affirmative Action/Equal Opportunity Policy

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

Americans with Disabilities Act

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 accommodation 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.

Sexual Harassment

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.

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 Harrassment Policy and Title IX provisions will apply when relevant.

Drug and Alcohol Abuse Policy

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

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

An employee in violation of the policy will be subject to disciplinary action up to and including termination of employment. Employees are required to report 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. Federal legislation mandates that individuals cannot receive federal aid if they have been convicted of the possession or sale of illegal drugs for an offense that occurred while they were receiving student aid.

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.

Release of Educational Records

The Family Educational Rights and Privacy Act of 1974, which is commonly known as the Buckley Amendment, was passed and put into effect in January 1974. The law affords students rights of access to educational records and protects students from the release and disclosure of those records to third parties. Educational records are those records, files and other materials that contain information directly related to a student's academic progress, financial status, medical condition, etc., and are maintained by the College or a party acting on behalf of the College. Educational records, with the exception of those designated as directory information (described below), may not be released without the written consent of the student to any individual, agency or organization other than the following authorized personnel: (1) to parents, if student is a dependent as defined by Section 152 of the Internal Revenue Code of 1954; (2) to Greensboro College faculty and staff who have an educational interest in the student; (3) to officials of other schools in which the student seeks to enroll (transcripts); (4) to certain government agencies specified in the legislation; (5) to an accrediting agency in carrying out its function; (6) in emergency situations where the health or safety of the student or others is involved; (7) to educational surveys where individual identification is withheld; (8) in response to a judicial order; (9) in a campus directory after the student has deletion options; and (10) in connection with financial aid.

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

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

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

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, Empower. This database is backed up via snapshots on a fault-tolerant multi-pathed data storage area in the Oracle Cloud.

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

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

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

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

Health and immunization records are maintained by the Director of Student Health for all students who are required to comply with state immunization laws. The College nurse (Director of the Health Center) and contracted medical providers have access to these files. For student athletes, the Director of Athletic Training 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.

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.

Inclement Weather

In most weather conditions, Greensboro College will remain open. Non-residential students should use their own discretion in driving to the campus in unsafe weather conditions. When weather or road conditions make travel unsafe, commuters will be excused from day/evening/weekend classes, but will be responsible for missed work. In the event Greensboro College delays or cancels classes, announcements will be communicated on the GC Alert Emergency Notification System, College website, and local TV stations.

Political Activities

Internal Revenue Service regulations restrict political activity at Greensboro College and at all other organizations exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code. The actions of students, faculty, and staff with regard to political activities on campus 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.

I. The College cannot endorse any candidate, make donations to political campaigns, engage in fund raising, distribute statements or become involved in any activities that may be beneficial or detrimental to any candidate.

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

III. Whether an organization is engaging in political campaign activity depends upon all the facts and circumstances in each case. For example, organizations may sponsor debates or forums to educate voters. But if the forum or debate shows a preference for or against a certain candidate, it becomes a prohibited activity.

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

Student and Parent Complaints

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

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

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

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

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

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

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

a. A grievance is a purely academic issue;

b. A grievance should be sought as a step toward resolution prior to a formal complaint;

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

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

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

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

ADMISSION REQUIREMENTS

Graduate and Post-Baccalaureate Programs

Applications and information regarding admissions can be obtained through the Admissions Office (800) 346-8226 or (336) 217-7284. The FAX number is (336) 378-0154; the email address is adults@greensboro.edu; the College's website may be accessed at http://www.greensboro.edu/. An application is not considered complete until all of the items below have been received by the Admissions Office.

Master of Arts (M.A.) in Theology, Ethics and Culture; Advanced Certificate in Religious Studies

- a bachelor's degree in a related field
- official transcripts from each degree-awarding institution
- transcript evaluation by a NACES-approved agency for any degree earned outside of the United States, and for evaluation of transfer credit
- a 3.0 minimum cumulative grade point average at the undergraduate level
- a two-page statement of purposes and goals for enrolling and successfully completing the degree
- for students with a bachelor's degree from an international institution of higher education and who are not native English speakers, demonstration of English proficiency by a satisfactory score on the TOEFL. Students who have earned a master's degree from a regionally accredited American institution may be exempt based on the discretion of the Chair, Department of Religion, Ethics and Philosophy.
- submission of three letters of recommendation, at least two of them from academicians
- Visa (for international students)

Consideration will also be given to applicants who may not meet all of the criteria above, but bring a wealth of relevant experience or other training that may provide adequate preparation for success in the program.

Master of Arts (M.A.) in Teaching English to Speakers of Other Languages; Graduate Certificates in Teaching English to Speakers of Other Languages

- a bachelor's degree in a related field
- official transcript from the institution from which a bachelor's degree (or an international equivalent) was earned. Providing official transcripts from all colleges attended previously is optional, but mandatory for any transfer credit to be awarded from those colleges.
- transcript evaluation by a NACES-approved agency for any qualifying degrees earned outside of the United States, and for evaluation of transfer credit
- a 3.0 cumulative grade point average at the undergraduate level
- submission of an approved writing sample

- submission of two letters of recommendation (required for M.A. only; not required for students pursuing a Graduate Certificate only)
- photocopy of a Visa (for international students)

Master of Education (M.Ed.) in Birth-Kindergarten Education, Elementary Education, or Special Education*; Graduate Certificates in Education

- a bachelor's degree from a regionally accredited institution
- 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.
- a 3.0 cumulative grade point average at the undergraduate level
- a satisfactory score on the GRE or MAT (waived for students who have completed one of Greensboro College's Graduate Certificates in Education)
- a valid and active initial license
- teaching experience recommended
- submission of an essay
- submission of two letters of recommendation, including letters from the candidate's employer; an instructor and/or a personal reference

Licensure Plus Program,* Master of Arts in Teaching (M.A.T.) in Teaching English to Speakers of Other Languages

Step One (leads to Initial License):

- a bachelor's degree from a regionally accredited institution
- official transcript from the institution from which a bachelor's degree (or an international equivalent) was earned. Providing official transcripts from all colleges attended previously is optional, but mandatory for any transfer credit to be awarded from those colleges.
- transcript evaluation by a NACES-approved agency for any qualifying degree earned outside of the United States, and for evaluation of transfer credit
- a 3.0 cumulative grade point average at the undergraduate level
- submission of an essay
- submission of two letters of recommendation
- photocopy of a Visa (for international students)

Step Two (leads to M.A.T. and master's licensure):

- successful completion of the Initial License part of the Licensure Plus program (Step One)
- a 3.0 cumulative grade point average in the initial license program
- copy of a valid, active TESOL initial license
- Application for Program Completers (including a recommendation from a licensure program faculty member

Licensure Plus Program*, Master of Education (M.Ed.) in Birth-Kindergarten Education, Elementary Education, or Special Education

Step One (leads to Initial License in Birth-Kindergarten Education, Elementary Education, or Special Education):

- a bachelor's degree from a regionally accredited institution
- 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.
- a 3.0 cumulative grade point average at the undergraduate level
- submission of an essay
- submission of two letters of recommendation, including letters from the candidate's employer; an instructor, and/or a personal reference

Step Two (leads to Master of Education and master's licensure):

- successful completion of the Initial License part of the Licensure Plus program (Step One)
- a valid and active initial license
- teaching experience recommended
- a satisfactory score on the GRE, MAT
- a 3.0 cumulative grade point average in the initial license program

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

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

Greensboro College offers additional post baccalaureate programs that lead to teacher licensure in various areas: The Licensure Only Program and the Piedmont Alternative Licensure (PAL) Program. Admission requirements for these programs, which are comprised completely of undergraduate courses, are listed in the *Greensboro College Undergraduate Academic Catalog.*

Admission Procedures

Applications are available on-line at www.greensboro.edu or by calling or writing:

Admissions Office
Greensboro College
815 West Market Street
Greensboro, NC 27401-1875

(800) 346-8226 or
(336) 217-7284
Facsimile: (336) 378-0154

An application deadline of July 15 is suggested for the fall programs and October 15 for spring programs. All application materials and test scores must be submitted before any admission decision can be made. Therefore, applicants are encouraged to begin the admission process early.

International Students

Greensboro College welcomes applications from qualified international students for graduate programs. Depending on the program the student intends to pursue, international graduate program students may be required to present acceptable scores from an approved test of English language proficiency. Exceptions may be made by the Dean of Admissions in consultation with appropriate faculty and/or staff.

Transfer Credits

A maximum of nine graduate credit hours may be transferred from any other regionally accredited institutions subject to prior approval by the Coordinator of the Graduate Program to which the student is applying. For the Graduate Certificates in Teaching English to Speakers of Other Languages, a maximum of three graduate credit hours from regionally accredited institutions are allowed. Official transcripts from the credit-granting institution must be submitted. Credit will not be given for grades lower than B or for undergraduate courses. In addition, M.Ed. candidates must submit any transfer requests to the Course Equivalency Subcommittee of the Teacher Education Committee. This subcommittee will document program adjustments and submit them to the Teacher Education Committee for approval.

Special Non-Degree Student Status

A student who has earned a baccalaureate degree from a regionally accredited institution and earned a cumulative grade point average of a minimum 2.0 may take no more than four graduate courses for credit as a "special non-degree seeking student." Such a student must submit a completed application form and acceptable proof of a baccalaureate degree. The student must subsequently submit a full application to the graduate program and, if accepted, can apply the course credit earned toward the appropriate master's degree. Taking courses as a non-degree seeking student does not guarantee admission to the graduate program. NOTE: Financial aid and V.A. benefits are not available to a student with special non-degree status.

Summer School

Greensboro College offers two five-week summer sessions 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 an application for summer session. Summer Session offerings, including the application form, are available by the end of March online or from the Admissions Office. Call (336) 217-7284, or visit our website for more information.

Students who were suspended from Greensboro College and wish to attend Summer Session II at Greensboro College should submit an 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 does not guarantee readmission to Greensboro College for the following fall semester.

Readmission

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

A student who has been suspended for academic reasons may, after one 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 student who has attended other colleges or universities during their absence from Greensboro College must provide all complete, official transcripts before his/her readmission status can be determined. Transfer credit will not be awarded until all official transcripts are on file with the Registrar.

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

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

Office of Academic Accessibility

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

The College provides reasonable and appropriate accommodations to enrolled students with a 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 may include, but are not limited to: mobility/orthopedic impairments, visual impairments, hearing impairments, speech impairments, specific learning disabilities, attention deficit disorders/attention deficit hyperactivity disorders, psychological disabilities, neurological impairments, traumatic brain injuries or chronic medical conditions such as cancer, diabetes or AIDS.

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

Documentation

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

- Diagnostic statement identifying the disability using the appropriate DSM-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:

1. Students make request known in writing and present appropriate documentation to the Director of Academic Accessibility, who then prepares the case for review by the Accommodations Review Board. A list of required documentation for the case is available in the Office of Academic Accessibility.

2. Such requests should be made as early as possible to facilitate accommodations involving specific scheduling. Students who submit requests as late as their junior year should be advised that, in order to complete the particular requested substitution or accommodation, graduation may be delayed.

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

3. The Accommodations Review Board determines the appropriateness of the course modification request.

4. 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.

Counseling Services

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

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

FINANCE

Tuition and Fees

The tuition charge for the graduate program is $359 per credit hour.

The tuition charge for students enrolled in the Master of Arts program in Teaching English to Speakers of Other Languages through the Participate program is $339 per credit hour.

Graduate students may live on campus when enrolled in classes during the summer. For information concerning room charges, please contact the Office of Residence Life (336-272-7102, extension 5625).

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.

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.

Independent/Directed Study Fee

Students enrolled in an independent study or directed study 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.

Auditing Fee

Students auditing a class shall be assessed tuition charges at the rate of $75 per credit hour.

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.

Late Registration Fee

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

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

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

Terms of Payment

Student accounts must be kept current. When an account is 60 days in arrears, a monthly charge of one percent on the unpaid balance will be added until the account is paid in full.

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 Educational Computer Systems, Inc. (ECSI). This is the only payment plan offered by the College. There is an application fee that is assessed when using this plan. For more information, contact ECSI by telephone at 1-866-927-1438 or by the internet at https://www.ecsi.net/tpp/j25-index.html. In addition to ESCI, the Office of Student Accounts at the College is available to answer questions about the payment plan.

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

Payment Regulations

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

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

Refund Information

Registration in the College is considered a contract binding the student for charges for the entire semester. However, it is the policy of Greensboro College to give partial refunds in the event students officially withdraw from the College. The term "refund" is defined as a "reduction" in assessed charges. Cash refunds are only available to those having paid accounts. 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, room and board, and academic and student activity fees. Nonrefundable deposits and registration fees will not be refunded. The beginning of classes is defined as follows.

> ***Day Classes*** - The first day on which day classes are scheduled to meet, regardless of when a particular class begins.
>
> ***Evening and Weekend Classes*** - The date and time of the first scheduled class meeting.

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

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

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

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

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

Students should be aware that withdrawal from Weekend II classes may result in an

adjustment in the student's financial aid award.

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

Refund Policy for Medical Withdrawals

Tuition

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

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

Room and Board

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

Partial Withdrawals

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

FINANCIAL AID

General Requirements

Greensboro College is committed to assisting students secure the resources necessary to attend the College. Financial aid is awarded, primarily, on the basis of demonstrated need as a result of filing the Free Application for Federal Student Aid (FAFSA).

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

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

Applying for Federal Financial Aid

All applicants for financial aid should complete the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed at www.fafsa.ed.gov. All applicants will need a Federal Student Aid (FSA) username and password to complete the FAFSA.

Sources of Aid

Federal Direct Stafford Loan Program

This federally guaranteed loan program 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. Graduate students may borrow up to $20,500 in an unsubsidized Stafford Loan per academic year, with the amount borrowed limited to the cost of education for the program.

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

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

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

For hours attempted:	A minimum GPA must be maintained:
All graduate students	3.00

Maximum Time Frame:

Federal Aid Programs: For graduate 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. ***The maximum time limits include all hours attempted regardless of whether or not financial aid was received.***

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

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 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 with the Dean of Students in the Student Development Office. (Consult the sections of the *Catalog* entitled Refund Information and Dismissal and Withdrawal Policies and Procedures.) The Dean of Students will begin the process via a Withdrawal Form, and the student will take the form to the Student Accounts and Financial Aid Offices before returning the form to the Dean of Students to complete. Failing to withdraw officially from Greensboro College could impact future enrollment and eligibility for financial aid. Students who do not officially withdraw and are registered for subsequent terms will be billed by the Student Accounts Office and will be responsible for the balance. Once the Withdrawal Form is completed by all parties, the Financial Aid Office will complete a Return of Title IV Funds (R2T4) through the Department of Education's (DOE) software. The DOE will collect information about the student, including the effective withdrawal date. The withdrawal date and the length of time enrolled will determine what financial aid can be kept on the student's account, and what financial aid must be returned to the DOE and/or the State. If there is a 90%, 75%, 50%, or 25% adjustment to the student's charges, the same adjustment will apply to any institutional aid. Once the amount that must be refunded to the Title IV programs is determined, the funding will be returned in the following order:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Direct PLUS Loan
4. Federal 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 cash disbursement is made to a student because financial assistance exceeded the direct institutional charges placed on the student's account and the student withdraws, some of the cash disbursement given to the student may be required to be repaid to the College to be refunded back to the programs. The amount to be repaid is dependent on the percentage of time enrolled and the amount of assistance received.

Financial Aid Consequences of Withdrawal from a Term

A return of federal funds calculation must be performed when any student who received, or was eligible to receive, federal aid ceases to attend all classes in a term

prior to completing the term. Students are awarded aid with the assumption that they will complete the entire period for which assistance was provided. When a student withdraws from a term, federal and state regulations require the College to determine whether funds must be returned based on the number of days actually completed versus the number of days the student was scheduled to attend within the period.

ACADEMIC POLICIES AND PROCEDURES

General Information 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) **The Academic Honor Code**
Every student is honor bound to refrain from cheating.

Every student is honor bound to refrain from plagiarizing.

Every student is honor bound to refrain from lying.

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

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

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

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

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

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

I. Procedures to be followed if a faculty member chooses to discuss

the matter with the student:

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

a) **If the faculty member determines that no violation of the Academic Honor Code has occurred**, then no further action is taken and no Honor Code Violation Report Form is submitted.

b) **If the student accepts responsibility for the alleged violation** and if the student has not previously accepted responsibility or been found responsible for a violation of the Academic Honor Code, the faculty member may determine the consequences for the violation, up to and including the assignment of a failing grade in the course. The faculty member completes the Honor Code Violation Report Form, obtains the student's signature acknowledging his or her responsibility for the violation and acceptance of the penalty, and forwards the form to the co-chairs of the Academic Honor Council. The co-chairs file the Honor Code Violation Report Form.

c) **If the student declines to accept responsibility for the alleged violation** the matter is referred to the Academic Honor Council. The faculty member completes the Honor Code Violation Report Form and forwards it to the co-chairs of the Academic Honor Council. The co-chairs will follow the procedure stated below in section IIIa.

d) **If the faculty member is unable to reach the student or the student fails to meet with the faculty member** and therefore fails to sign the Academic Honor Code Report Form, the completed Academic Honor Code Report Form will be sent to the co-chairs who will follow the procedure stated below in IIa.

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

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

completed.

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

a) **Administrative Conference*:*** The co-chairs will arrange an Academic Honor Council administrative conference with the student to review the allegation and explain the Academic Honor Council procedures. The student shall be informed during this conference of the options available for resolution of the allegation. If the student fails to attend the meeting, that action will be treated as acceptance of responsibility for the alleged violation. The penalty will be determined by the co-chairs of the Academic Honor Council and the Honor Code Violation Form will be completed. If one of the co-chairs of the Academic Honor Council is the faculty member making the allegation, or if both of the co-chairs are unavailable, the alternate from the Academic Deans Council will serve as co-chair.

b) **Academic Honor Council Conference:** Honor Council members are convened to meet with the student to discuss the alleged violation. If the student is found in violation of the Honor Code and accepts responsibility for the alleged violation, the Honor Council will determine the appropriate penalty. If the student does not accept responsibility for the alleged violation but is found to be in violation of the Honor code, the Honor Council will determine the appropriate penalty. Failure to attend the conference with the Honor Council will be treated as acceptance of responsibility for the violation of the Honor Code.

3. Academic Honor Council Composition

The Academic Honor Council is composed of three members of the faculty. 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 actions of the Academic Honor Council to the faculty at the beginning of each semester.

Policy on Granting Credit Hours

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

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

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

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

(2) for graduate courses, one hundred and eighty minutes of classroom or direct faculty instruction and a minimum of six hours of out-of-class student work each week for approximately fifteen weeks for three semester hours of credit, or the equivalent amount of work over a different period of time; or

(3) at least an equivalent amount of work as required in paragraphs (1) and (2) (above) for other academic activities or instructional modes of delivery as established by the institution, including distance education, hybrid courses, face-to-face professional instruction, laboratory work, internships, independent and directed studies, practica, art and theatre studio work, music ensembles and lessons, student teaching fieldwork and student teaching experiences, and other academic work leading to the award of academic credit hours.

Alternative forms of credit are awarded in accordance with several traditional means of evaluation. These means of evaluation include Advanced Placement Examinations (AP), 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 OLM program and individual online

courses.

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

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

Authentication Procedures for Online Courses

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

All students will be issued a login code and password for entry into the College's student information system (Empower). Online courses primarily use Moodle as a platform for course assignments, discussions, postings, and other activities, and students will be provided login information for secure entry for each course. Work submitted by students in online courses is also subject to authentication. Typically this authentication will occur with major grading events such as tests and then randomly throughout the session. If instructors desire an additional level of authentication they will request this action through the Assistant 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 Assistant Vice President for Information Technology, will then investigate to determine if a charge of violation of academic honor code is warranted. The investigation into authentication failures will be initiated within 72 hours of the event and a finding delivered within one week of the event. College procedures regarding the reporting and administration of charges of academic honor code violation are found in the section of this *Catalog* entitled Academic Honor Code.

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

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. Grievances involving violations of the Academic Honor Code or disruptive behavior in the classroom shall be submitted to the Academic

Honor Council and considered according to the policies and procedures of the Academic Honor Council. The faculty member may suspend a disruptive student from class pending a hearing.

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

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

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

D. Should every effort to resolve the disagreement fail, then the department chair, with notification or referral to the school dean, shall act as mediator of a discussion between the faculty member and the student.

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

(i) If the faculty member is the department chair, the faculty member should contact the dean of the school in which the department chair teaches.

(ii) If the faculty member is the dean of the school, the faculty member should contact the Dean of the Faculty, who shall select another school dean to consider the grievance.

(iii) If the faculty member is not affiliated with a school, the faculty member should contact the Dean of the Faculty, who shall select a school dean to consider the grievance.

(iv) If the instructor is a staff member, the instructor should contact the Department Chair or Program Coordinator who shall consider the grievance.

(v) If the faculty member is the Dean of the Faculty or the 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.

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.

Advisors may assist students with registration procedures, academic planning, and interpreting College policies. It is students' responsibility to make certain they meet all program completion and 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 6 credit hours per semester for graduate students. The summer term is composed of two five-week session. The complete standard calendar is located in this *Catalog* in the section entitled 2022-2023 Academic Calendar.

Academic Load

A graduate student must be registered for six credit hours in a semester or session to be considered a full-time student. A graduate student must be registered for three credit hours in a semester or session to be considered a part time student. The usual course load for a full-time graduate student each semester is nine semester hours. The usual course load for a graduate summer session is six semester hours.

Auditing

Students may audit a class if they do not want to receive academic credit for the course. Regular registration procedures are followed. 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. Students who audit a course may not repeat the same course later for credit unless they receive permission 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 semester, 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 semester. Any student who violates the attendance regulations set forth in a course syllabus may be dismissed from the class, provided that a warning of the intended action has been sent to the student. The student will receive a grade of WN or FN, depending on the date of the dismissal from the class. For more information, see the sections titled Course Withdrawal and Unofficial Withdrawal.

All instructors are required to report to the Registrar any students who never attend any class sessions during the first two weeks of a regular semester, or equivalent timeframes for shorter terms. These students are then notified that they have been reported as non-attenders. The 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.

Course Changes

Students should not make any adjustments to their course schedules without discussing these 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 with a grade of W. Other deadlines exist for short session courses. After the specified deadline, a grade of WF will be assigned. 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, and 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.

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

Final Examinations

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

Final examination schedules will be sent to all students by the Registrar via Greensboro College e-mail throughout each semester and summer session and will be listed online on the College's website. 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 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.

Prerequisites, Concurrent Requisites, and Corequisites

A prerequisite is a course or requirement that must be satisfied before taking another course. A concurrent requisite is a course or requirement that must be satisfied concurrently, in the same term, with another course. A co-requisite is a course or requirement that must be satisfied either before or during the same term as another course. Prerequisites, concurrent requisites, and co-requisites 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.

Registration

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

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

Registration for a semester or a summer term is a binding contract with the student. Once registered, students must officially withdraw from any class they cannot take, or from the College if they are unable to attend at all, by following proper withdrawal procedures (see Dismissal and Withdrawal Policies and Procedures).

Failure to complete required withdrawal procedures results in charges to the student's account equal to 10 percent of the tuition that is due upon the end of the drop/add period and also has academic consequences.

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.

Grading System

The grades offered by Greensboro College for graduate students are as follows.

A	Outstanding or Excellent
A-	
B+	
B	Above Average
B-	
C+	
C	Average
C-	
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. Courses that are taken as an audit may not be repeated subsequently for credit. See the section in this *Catalog* titled 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 one full semester 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 illness 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 the make-up rests with the student. Students working toward completion of a course for which they received an Incomplete grade are not considered "enrolled" at the College unless they are actively enrolled in classes for the current term.

No Credit (NC)

The NC grade may be used only for BKE 6900, ELE 6900, ENG 6900, REP 6900, or SPE 6900 when the student needs an additional semester to complete the work for the course. It is not a withdrawal grade. The NC grade is reserved for use when the student will register for the course again in a subsequent term and will earn a final grade in that second term. The NC grade may be assigned one time only for one of the courses listed above and will remain on the transcript permanently. The NC grade does not affect the grade point average, nor does it grant any hours earned toward graduation.

Not Reported (NR)

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

Pass/Fail (P/F)

ENG 6900, Teacher as Researcher and Practitioner: Final Project is the only graduate course that is graded on a Pass/Fail basis. Grades of P in Pass/Fail courses Pass/Fail courses do not affect the grade point average, but do earn credit hours. Grade of 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 for a given term. 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 after to the deadline to withdraw without academic penalty for a given term, or was withdrawn by an instructor for reasons other than attendance. The WF counts in the student's grade point average the same as an F.

Withdrawal for Non Attendance

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 courses 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 in those courses, as well as their cumulative grade point average. Courses must be repeated at Greensboro College to improve their 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. 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 3.0 in order to earn a degree. Accepted transfer work from other institutions counts toward the number of credit hours required for a degree, but it does not affect the cumulative grade point average.

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

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

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0

C-	1.7
F	0
FN	0
P	0
W	0
WF	0
WN	0

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

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

Students can access their term and cumulative grade point averages online by their Empower accounts.

The formula for calculating a major grade point average is: the total number of grade points earned in all courses counting toward the major divided by all hours attempted in the major, excluding those courses that are designated as "required related" courses. Students must have a minimum grade point average of 3.0 in their major, and a minimum cumulative grade point average of 3.0, to earn a degree.

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

Academic Records

Release of Student Information

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

Transcripts

Students may obtain or have copies of their official transcript sent to anyone, 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. Official transcripts will not be released when students owe a balance to Greensboro College or they are in default, or delinquent, on repayment of their student loans. Payments that are submitted for transcripts that cannot be released due to a balance on the student's account will be credited to the total owed to the College. Students whose accounts are subsequently cleared should submit a new request with the appropriate payment for each transcript they request.

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

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

Grade Reports

Grade reports are available online for all students at the close of each semester and summer session. Records of progress for all students are maintained by the institution. Students are responsible for providing their log-on and password information to anyone whom they wish to have access to their grading information.

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.

Graduate students may transfer up to nine semester hours of graduate credit from a regionally accredited college or university for a graduate degree program. Students pursuing any of the Graduate Certificates in Teaching English to Speakers of Other Languages may transfer in up to three hours of graduate credit (contingent on approval by the Greensboro College Faculty).
Students are required to provide official academic transcripts from every institution attended prior to Greensboro College from which a degree was earned. Additionally, students must provide official transcripts from institutions from which transfer credit may be awarded.

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 the other institution has been delivered to the Greensboro College Registrar.
- Courses must be comparable in content and discipline to those taught at Greensboro College.
- Courses must be taught by faculty with appropriate credentials.
- A maximum of nine semester hours graduate hours may be transferred from a regionally accredited college or university (three semester hours for student pursuing a Graduate Certificate in Teaching English to Speakers of Other Languages). Students cannot receive credit for a course more than once. If they take the same course at two different institutions, they will receive credit for it from the institution where it was first taken. Transfer credit will not be awarded for courses that were taken at other institutions if the same courses are taken at Greensboro College.
- Courses must be graduate level courses.
- Grades in courses must be B or higher.
- While Greensboro College does not place a time limit to award credit; coursework that was completed ten or more years ago may need to be re-taken or updated to be applicable to general education or major requirements. Such determinations are made by Greensboro College faculty in consultation with the Registrar if it is determined that the content is outdated or not compliant with current certification or program requirements. In such cases, the hours awarded for the prior coursework become general elective credit.

Students who attend another institution 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.

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 2010 must provide a copy of that institution's 2010 *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. Students who seek credit for coursework from non-regionally accredited institutions are entitled to request a review of decisions made about their transfer credit by the Registrar or the faculty. Such requests would be considered by the Academic Council.

Transfer Credit from Foreign Institutions

To receive credit for course work 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 on-line 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 conjunction with their faculty advisors and/or the Coordinator of the Study Abroad Program. The Prior Approval Form is available in the Registrar's office. Students who enroll elsewhere without obtaining Prior Approval first do so at their own risk and cannot be guaranteed that credit will be awarded.

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

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

Second Graduate Degree Requirements

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

1. the first-earned graduate degree is from a regionally accredited college or university; otherwise, the credits to be transferred in and applied to the second

degree must be validated by established Greensboro College policies and procedures;

2. a maximum of 9 graduate semester hours earned from the first graduate degree may be transferred in and applied to the second graduate degree in accordance with Greensboro College's transfer policy;

3. a minimum of 21 graduate semester hours is taken at Greensboro College; and

4. the student fulfills all requirements for a graduate degree at Greensboro College.

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

1. a minimum of 9 new graduate semester hours that were not applicable to the student's first degree must be taken at Greensboro College;

2. a maximum of 9 graduate semester hours earned from other institutions may be transferred in to apply to the second graduate degree, in accordance with Greensboro College's transfer policy; and

3. the student fulfills all requirements for a graduate degree at Greensboro College.

Academic Progress

Academic Standing

All candidates who are enrolled in the graduate program and who have attempted at least six hours at Greensboro College must attain a minimum 3.0 cumulative grade point average in order to be in good academic standing. Any of the following situations will result in suspension from Greensboro College:

- Failure to maintain a 3.0 cumulative grade point average, unless the grade point average is below 3.0 due to a first attempt of ENG 6900. The intent of the graduate program is that ENG 6900 may be repeated one time. If, after a second attempt of ENG 6900, the cumulative grade point average remains below 3.0, suspension will result.
- A grade of F, unless the F is earned in a first attempt of ENG 6900. The intent of the graduate program is that ENG 6900 may be repeated one time. A second grade of F in ENG 6900 would result in suspension.
- Two or more grades of C, whether in one semester or over multiple semesters. For students pursuing a Graduate Certificate in Teaching English to Speakers of Other Languages, one grade of C will result in suspension.

A candidate may be reinstated only one time as a result of appealing an academic suspension. A second suspension results in automatic dismissal.

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

Appeal Process for Academic Suspension

All students who are academically 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 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.

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, Associate Vice President for Academic Administration, the President's Chief of Staff and Compliance Coordinator, and Dean of Students. The Committee may be convened by any member to address a student concern that may arise that is not specifically covered by College policy. The Standards Review Committee will review all cases of dismissals and administrative withdrawals.

Dismissal

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

Withdrawal

Administrative Withdrawal

The College reserves the right at any time to administratively withdraw any student

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

Voluntary Withdrawal or Transfer

Once a student has been formally registered and desires to completely withdraw from all courses, it is necessary to do so in writing. Students should obtain a withdrawal form from the Dean of Students and complete an exit interview.
Students who withdraw on their own initiative will be governed by the following academic policies: Withdrawal from courses through the end of that term's drop/add period will result in the deletion of the courses from the academic record. Students withdrawing from courses beginning the first day after that term's drop/add period through the term's published deadline to withdraw without academic penalty will receive grades of W. A grade of W does not compute in the grade point average. Students withdrawing after the term's published deadline to withdraw without academic penalty will receive grades of WF. A grade of WF computes in the grade point average as a grade of F. Students withdrawing completely from Greensboro College on their own initiative should consult the section of this *Catalog* entitled Refund Information for the refund policy.

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

Medical Withdrawal

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

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 midpoint 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.

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 Honor Society

Kappa Delta Pi

Kappa Delta Pi, an international honor society in education, was organized to recognize excellence in education. Those elected to membership exhibit the ideals of

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

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

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.

Commencement and Diplomas

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 the preceding August or December are invited to 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

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

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.

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 five schools and the library. These are the Schools of the Arts, Business, Humanities, Sciences and Mathematics, Social Sciences and Education, and 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.

The Master of Arts (M.A.) in Theology, Ethics, and Culture and the Master of Arts (M.A.) in Teaching English to Speakers of Other Languages programs are housed in the School of Humanities. The Master of Education (M.Ed.) degrees in Birth to Kindergarten Education, Elementary Education, and Special Education are housed in the School of Social Sciences and Education. The Master of Arts in Teaching (M.A.T.) in Teaching English to Speakers of Other Languages program is shared by these two Schools. The full time faculty and disciplines included in each School are listed below in the section titled Academic Schools.

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. Two student representatives also have voting privileges.

School Deans

Prof. Josephine M. Hall, Dean, School of the Arts
Dr. Karen L. Knoch, Dean, School of Business
Dr. Michelle Plaisance, Dean, School of Humanities
Dr. Stuart Davidson, Dean, School of Sciences and Mathematics
Dr. Natasha W. Veale, Dean, School of Social Sciences and Education
Dr. Jessica G. Sharpe, Dean of the Faculty

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

Academic Schools

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

Jessica G. Sharpe, Dean of the Faculty

The two Schools that serve the graduate programs 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 Humanities

Michelle Plaisance, Dean, School of Humanities

Kathleen Keating, Chair, Department of English, Communication and Media Studies
Allison L. Palmadessa, Chair, Department of History
Jason A. Myers, Chair, Department of Religion, Ethics and Philosophy

Professors:	L. Wayne Johns, English Kathleen Keating, English Daniel J. Malotky, Religion, Ethics and Philosophy Allison L. Palmadessa, History Michelle Plaisance, English and Teaching English to Speakers of Other Languages
Associate Professors:	Elena T. King, English and Teaching English to Speakers of Other Languages Jason A. Myers, Religion, Ethics and Philosophy
Assistant Professors:	Robert W. Brewer, Religion Heather E. Chacón, English Colleen F. Colby, English and Communication Studies Henry S. Kuo, Religion, Ethics, and Philosophy Katie Schwind, Communication and Media Jason M. Stroud, History

School of Social Sciences and Education

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

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

Professors:	Victor E. Archibong, Political Science 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 Nicolás Eilbaum, Sociology and Criminal Justice Kristin A. Sheridan, Psychology
Assistant Professor:	Laura Handler, Education
Visiting Instructor:	Dorisa Parker, Psychology

The Graduate Program at Greensboro College

Greensboro College offers graduate degrees in these disciplines:

- Master of Arts (M.A.) in Theology, Ethics and Culture
- Master of Arts (M.A.) in Teaching English to Speakers of Other Languages
- Master of Arts in Teaching (M.A.T.) in Teaching English to Speakers of Other Languages (as part of the Licensure Plus program; see below)
- Master of Education (M.Ed.) in Birth-Kindergarten Education, Elementary Education, or Special Education

The College also offers Licensure Plus programs, each of which consists of two parts. Step One leads to initial licensure in a discipline, and Step Two leads to a master's degree and eligibility for a Master's license in the discipline. The Licensure Plus programs and disciplines are listed below:

- Licensure Plus Program, Master of Arts in Teaching (M.A.T.) in Teaching English to Speakers of Other Languages
- Licensure Plus Program, Master of Education (M.Ed.) in Birth-Kindergarten Education, Elementary Education, or Special Education (General and Adapted)

Greensboro College offers certificates that include graduate-level courses and advanced study in the disciplines as listed below:

- Advanced Certificate in Religious Studies
- Graduate Certificate in the Pedagogy of Teaching English to Speakers of Other Languages
- Graduate Certificate in Early Childhood Education for Emerging Bilinguals
- Graduate Certificate in Online ESOL Teaching and Technology
- Graduate Certificate in Adult Education for English Learners
- Graduate Certificate in Applied Linguistics
- Graduate Certificate in Teaching English Abroad
- Graduate Certificate in Literacy in Education
- Graduate Certificate in Social Justice Through Education

For descriptions of these graduate programs and the curricular requirements for each, see the section of this *Catalog* titled Curriculum.

CURRICULUM

Master of Arts (M.A.) in Theology, Ethics and Culture

Program Description

The Master of Arts (Theology, Ethics, and Culture) is an academic graduate degree that enables students to pursue advanced work in the disciplines of theology, Christian ethics, and biblical studies, focusing on how these disciplines are inextricably related to life in its variety of contemporary forms. The Master of Arts (Theology, Ethics, and Culture) at Greensboro College develops a unique perspective that brings together theology and cultural attentiveness, literacy, and engagement, combining these foci with Christian ethics and biblical studies in a way that is academically rigorous and practically transformative for church, society, and the academy.

The Master of Arts (Theology, Ethics, and Culture) is designed to provide specialized academic training that equips students who desire focused area(s) of learning at the graduate level, who are seeking to advance within higher academia beyond the M.A. (Theology, Ethics, and Culture) into further graduate study, and/or those who are in preparation for one of the many forms of Christian ministry, witness, or service.

Degree Requirements

The minimum requirement for the M.A. (Theology, Ethics, and Culture) degree is the successful completion of thirty-six credit hours in addition to passing a written comprehensive examination. A thesis research option is available to students who are admitted to the program with a 3.25 GPA or higher. The minimum requirement for the M.A. thesis research program is the successful completion of thirty-six credit hours, including three credit hours devoted to bibliographical research and thesis completion.

Students who complete the Master of Arts (Theology, Ethics, and Culture) degree will be able to articulate a theological understanding of faith *as lived*, beyond traditional attempts to reduce faith to propositions and mere abstract belief. The aim is to provide time, space, and opportunity to cultivate broader thinking about the ways in which faith takes shape within the daily fabric of life. For this reason, the goal of our theological, ethical, and biblical study is to draw attention to the significance and relevance of the meaning of faith within the world.

The Master of Arts degree in Theology, Ethics, and Culture requires the successful completion of 36 hours of coursework. A maximum of 9.0 hours of transfer credit may be applied to the requirements for degree completion. Classes may be offered in traditional, online, or hybrid formats.

18.0 credit hours of core classes are required for all candidates, which are drawn from the list below:

Core Requirements (18 credit hours)
• REP 5000 or REP 5010 (3 credit hours)
• REP 5020 or REP 5030 (3 credit hours)

• REP 5100 (3 credit hours)
• REP 5600 (3 credit hours)
• ETH 5610 (3 credit hours)
• REP 5200, REP 5210, REP 5250, or REP 5500 (3 credit hours)

The program also requires the successful completion of 18.0 credit hours of elective courses chosen from the list of courses below. 12.0 of the credit hours must be at the 6000 level. Students must take at least one course from each category: Ethics, Biblical Studies, and Theology. Students pursuing the M.A. thesis degree option must take REP 6900 during their final semester in the program, which will replace one of the six elective courses required of the non-thesis students.

Ethics Electives
• REP 6610 (3 credit hours)
• REP 6630 (3 credit hours)
• REP 6650 (3 credit hours)

Biblical Studies Electives
• REP 5000 or REP 5010 (3 credit hours)
• REP 5020 or REP 5030 (3 credit hours)
• REP 6000 (3 credit hours)
• REP 6010 (3 credit hours)
• REP 6050 (3 credit hours)

Theology Electives
• REP 6100 (3 credit hours)
• REP 6150 (3 credit hours)

Comprehensive Exam
Non-thesis degree seeking students must pass a comprehensive exam to graduate.

Thesis Research Project
Students are allowed to pursue the thesis research project by demonstrating the necessary facility with the writing process in their first year of study. Preparation for writing the thesis, such as attention to research methods, will be built into the elective courses. Each student is required to write a thesis research paper that centers on a topic of the individual student's interest, within the confines of subjects that at least broadly address theology, ethics and culture. The paper will be submitted during the final semester of study, fulfilling the thesis research portion requirement of the degree program. The bibliographical research and thesis project is counted as a three hour credit course (REP 6900) that is required for graduation.

Advanced Certificate in Religious Studies

Students who would like to earn an Advanced Certificate in Religious Studies can do so by completing the 18.0 credit hour core requirement plus three elective classes at the 6000 level.

Master of Arts (M.A.) in Teaching English to Speakers of Other Languages

Program Description

This 30 semester-hour program consists of 15 hours of language and culture; 9 hours of pedagogy; and 6 hours of research. The M.A. program is designed to allow candidates flexibility with regard to the number of courses they wish to take each semester; however, the program must be completed within three years of the start date. With careful planning, a student can complete the program in as few as 13 months. Options are available to study entirely online or to attend a residential summer program. Toward the end of their studies, candidates will write and present a final project based on second language acquisition theory and/or pedagogical theory related to the field.

This curriculum has been developed in accord with international TESOL, Carolina TESOL, and NCDPI guidelines. **NOTE: The M.A. itself does not carry licensure.**

The goals and objectives of the Master of Arts program are as follows:
Greensboro College affords graduate students the best educational opportunities to obtain the content knowledge, the skills, and the dispositions needed to become reflective practitioners who use research-based teaching methods, value differences, and engage in life-long learning. Stimulated by the spirit of critical inquiry, graduate students engage in the learning process as an ongoing preparation for life in the larger community. In order to meet these goals, students will:

- study theory and principles of various aspects of language and learning in a multicultural context and from a multicultural perspective;
- demonstrate advanced mastery of the intellectual skills of analysis, synthesis, and evaluation;
- apply theoretical, philosophical, and research bases to improve student learning and/or workplace effectiveness;
- demonstrate skills, strategies, and practices related to language, culture, pedagogy, curriculum, and assessment;
- develop a final project that relates theory to practice;
- reflect upon their work as professionals.

Degree Requirements

The Master of Arts degree in Teaching English to Speakers of Other Languages requires the successful completion of 30 hours of coursework that includes the following:

(1) Seven courses required of all candidates:

ENG 5300	English Grammar (3)
ENG 5310	General Linguistics (3)
ENG 5430	Reading and Writing for the English Language Learner (3)
ENG 6150	Introduction to Educational Inquiry (3)

ENG 6500	The Pedagogy of Teaching English to Speakers of Other Languages (3)
ENG 6510	Practicum in the Pedagogy of Teaching English to Speakers of Other Languages (3)
ENG 6900	Teacher as Researcher and Practitioner: Final Project

(2) Three additional courses, based on research interest, academic background, and workplace/teaching experience. These courses will be selected from the available electives with an ENG or EDU prefix in the *Greensboro College Graduate Academic Catalog*.

(3) Additional degree requirements include:

- an acceptable final project, approved by a supervising TESOL faculty member.
- the presentation of the student's final project in a college-wide forum or approved academic forum.
- a 3.0 cumulative grade point average.
- no more than one grade of C.
- no grade of F, unless it is in the first attempt of ENG 6900.

Upon graduation, the title of the student's thesis/project completed for ENG 6900 will be printed on the student's transcript. Students should be aware that space for this title is limited to 100 characters.

Specialized Graduate Certificates in Teaching English to Speakers of Other Languages

Program Description

Greensboro College offers six unique Graduate Certificates, designed to allow for specialization within the broader field of Teaching English to Speakers of Other Languages. These 12-graduate semester-hour programs lead to specialized Certificates in Teaching English to Speakers of Other Languages, not to a degree, and are designed to prepare candidates to teach English to speakers of other languages in a variety of professional contexts. The 12-hour Certificate also enables candidates who already have a Master of Arts degree in another field such as English to seek employment at post-secondary institutions. The required coursework covers language teaching methodology, the nature of language, the structure of English, second language acquisition, intercultural communication, and, in some cases, a practicum experience. The 12 graduate semester hours required for the certificates may be applied toward the M.A. in TESOL at Greensboro College. Transfer credit in a Certificate is limited to one approved 3-hour graduate course at a regionally accredited institute of higher education and approved by the program director. Students can earn more than one Certificate, but they may not count a course toward more than one Certificate. Course substitutions can only be made at the discretion of the program director. Note: The Certificate is not equivalent to the M.A. or M.A.T. degree nor does the Certificate carry teaching licensure.

The deadline for M.A. or M.A.T. degree-seeking students to declare a certificate as part of their program is the end of the drop/add period for the last term of the certificate. Students who wish to continue enrollment immediately after completing a M.A. M.A.T. to pursue a certificate may do so by applying to the TESOL Certificate program with the Admissions Office.

Certificate Programs and Their Course Requirements

Graduate Certificate in the Pedagogy of Teaching English to Speakers of Other Languages

ENG 5300 English Grammar (3)
ENG 5310 General Linguistics (3)
ENG 6500 The Pedagogy of Teaching English to Speakers of Other Languages (3)
ENG 6510 Practicum in the Pedagogy of Teaching English to Speakers of Other Languages (3)

Graduate Certificate in Early Childhood Education for Emerging Bilinguals

ENG 6320 Language Acquisition (3)
ENG 5430 Reading and Writing for the English Language Learner (3)
BKE 6320 Analysis and Design of Early Childhood Environments: Assessment, Teaching and Learning Strategies (3)
EDU 6310 School, Community, and Family Collaboration (3)

Graduate Certificate in Online ESOL Teaching and Technology

ENG 6530 Online Pedagogy and Course Development (3)
ENG 6540 Technology-Assisted Language Learning (3)
ENG 6500 Pedagogy in Teaching English to Speakers of Other Languages (3)
ENG 6510 Practicum in the Pedagogy of Teaching English to Speakers of Other Languages (3)

Graduate Certificate in Adult Education for English Learners

ENG 5360 Adult Learners in TESOL (3)
ENG 5340 Academic Writing for ELLs (3)
ENG 5370 Metacognition as a Tool for Language Learning (3)
ENG 6500 Pedagogy of Teaching English to Speakers of Other Languages -or- ENG 6330 Language Acquisition (3)

Graduate Certificate in Applied Linguistics

ENG 5310 General Linguistics (3)
ENG 5380 L2 Classroom Discourse (3)
ENG 6330 Language Acquisition -or- ENG 6310 Descriptive Linguistics (3)
ENG 5300 English Grammar -or- ENG 6310 Descriptive Linguistics (3)

Graduate Certificate in Teaching English Abroad

ENG 5330 Language and Culture (3)

ENG 6500 Pedagogy of Teaching English to Speakers of Other Languages (3) -or-
ENG 5430 Reading and Writing for ELLs (3)
ENG 6520 Advanced Practicum in Teaching in Global Contexts (3) -or-
ENG 6510 Practicum in the Pedagogy of Teaching English to Speakers of Other Languages (3)
ENG 6530 Online Pedagogy and Course Development (3)

Admission and Retention Requirements

For admission and retention requirements for the Graduate Certificates in TESOL, please see the sections titled *Admission Requirements* and *Academic Standing*.

Master of Education (M.Ed.)

Program Description

The Master of Education (M.Ed.) programs in Birth to Kindergarten Education, Elementary Education, Special Education (General Curriculum), and Special Education (Adapted Curriculum) are designed to serve individuals who already hold valid teaching licenses and wish to pursue a master's degree.

The M.Ed. programs represent a balance of courses distributed between professional studies and specialty studies. In teacher education programs, to which all candidates must be admitted, professional studies courses are the general core of shared courses taken by all candidates; specialty studies courses are the major area courses taken by candidates seeking licensure in a specific area.

Master of Birth to Kindergarten Education	
Professional Studies Courses	12 semester hours
Specialty Studies Courses	18 semester hours
Total Program:	30 semester hours
Master of Elementary Education	
Professional Studies Courses	15 semester hours
Specialty Studies Courses	15 semester hours
Total Program:	30 semester hours
Master of Special Education (General or Adapted Curriculum)	
Professional Studies Courses	12 semester hours
Specialty Studies Courses	18 semester hours
Total Program:	30 semester hours

All graduate students are required to complete their Master's Degree programs within three years of their start date. All M.Ed. candidates are strongly encouraged to begin their programs either in the summer or fall in order to complete within two years and maintain continuous enrollment.

Admission to Teacher Education

All M.Ed. candidates must be admitted to the Teacher Education Program by the second semester of enrollment or by the completion of nine semester hours of coursework. Applications for admission to the Teacher Education Program are available from the Office of Teacher Education, Proctor Hall East, Room 108. Admission to Greensboro College does not constitute admission to the Teacher Education Program.
Teacher Education Program Admission requirements include the following:

1. A minimum 3.00 cumulative grade point average including prior coursework;
2. A favorable recommendation from a graduate faculty member;
3. Submission of GRE or MAT scores;
4. Completion of the Application for Teacher Education and the accompanying Legal Status and Policy Statements;
5. Membership in an approved professional organization. Consult your licensure area or the Office of Teacher Education for additional organizations.

Upon successful completion of these requirements, applications will be considered by the Teacher Education Program submitted to the Teacher Education Committee. This Committee, in the exercise of its professional judgment, determines admission to the program.

The goals and objectives of the Graduate Programs in Education are as follows:

Greensboro College affords graduate candidates with the best educational opportunities to obtain the knowledge and dispositions needed to become reflective practitioners who value differences, utilize best practices, and engage in life-long learning. Stimulated by the spirit of critical inquiry, graduate candidates engage in the learning process as an ongoing preparation for life in the larger community. In order to do this, candidates will:

- demonstrate advanced mastery of the intellectual skills of analysis, synthesis, and evaluation;
- apply theoretical, philosophical, and research bases to improve student learning;
- develop a philosophical and theoretical foundation that guides the application of best educational practices;
- study a common core of knowledge in the areas of educational foundations, educational psychology, research methods, and ethics;
- acquire a deeper understanding of the developmental needs of students in order to employ teaching practices attuned to individual, cultural, ethnic, economic, and learning differences;
- develop and vary teaching strategies in order to create learning environments that respect, welcome, and meet the learning needs and interests of all students;
- develop an action-research project that relates theory to practice in order to improve teachers' educational practices and effectiveness;
- develop, apply, and reflect upon content/pedagogical knowledge and instructional skills that connect subject/discipline knowledge to the interests and needs of all learners;
- develop the skills in problem solving and collaboration useful for working with colleagues as well as with students and their parents;
- develop and apply skills to assume leadership roles in their classrooms, schools,

communities, and professional organizations;
- reflect upon their work as professionals.

Degree Requirements:

Master of Education in Birth to Kindergarten Education

The M.Ed. in Birth to Kindergarten Education requires successful completion of 30 hours of course work that includes the following:

Professional Studies:
EDU 6110 Introduction to Educational Research (3)
EDU 6310 School, Community, and Family Collaboration (3)
EDU 6580 Current Issues in Education (3)
BKE 6900 Teacher as Researcher: Research Implementation for Birth Through Kindergarten (3)

Specialty Studies:
BKE 5730 Advanced Studies in Curriculum Theory for Early Childhood Settings (3)
BKE 6320 Analysis and Design of Early Childhood Environments: Assessment, Teaching and Learning Strategies (3)
BKE 6350 Leadership and Advocacy in Early Childhood Education (3)
SPE 5280 Exceptionality, Diversity and Difference (3)

Electives:
Choose two elective graduate courses (5000- or 6000-level) in areas outside of the major to complete degree requirements.

Master of Education in Elementary Education

The M.Ed. in Elementary Education requires the successful completion of 30 hours of coursework that includes the following:

Professional Studies:
EDU 6110 Introduction to Educational Research (3)
EDU 6310 School, Community, and Family Collaboration (3)
EDU 6580 Current Issues in Education (3)
ELE 6900 Teacher as Researcher: Research Implementation in Elementary Education (3)
SPE 5280 Exceptionality, Diversity and Difference (3)

Specialty Studies:
ELE 6330 Multicultural Literature for Children (3)
ELE 6340 Cultural Aspects of Effective Teaching (3)
ELE 6770 Differentiated Instruction (3)

Electives:
Choose two elective graduate courses (5000- or 6000-level) in areas outside of

the major to complete degree requirements.

Master of Education in Special Education (General Curriculum)

The M.Ed. in Special Education (General Curriculum) requires the successful completion of 30 hours of coursework that includes the following:

Professional Studies:
EDU 6110 Introduction to Educational Research (3)
EDU 6310 School, Community, and Family Collaboration (3)
EDU 6580 Current Issues in Education (3)
SPE 6900 Teacher as Researcher: Research Implementation in Special Education (3)
Specialty Studies:
SPE 5280 Exceptionality, Diversity, and Difference (3)
SPE 6320 Classroom Assessment, Teaching and Learning Strategies in Special Education (3)
SPE 6330 Evidence-Based Practices in Special Education (3)
SPE 6340 Research-based Literacy Methods (3)

Electives:
Choose two elective graduate courses (5000- or 6000-level) in areas outside of the major to complete degree requirements.

Master of Education in Special Education (Adapted Curriculum)

The M.Ed. in Special Education (Adapted Curriculum) requires the successful completion of 30 hours of coursework that includes the following:

Professional Studies:
EDU 6110 Introduction to Educational Research (3)
EDU 6310 School, Community, and Family Collaboration (3)
EDU 6580 Current Issues in Education (3)
SPE 6900 Teacher as Researcher: Research Implementation in Special Education (3)

Specialty Studies:
SPE 6330 Evidence-Based Practices in Special Education (3)
SPE 6400 Strategies for Teaching Students with Autism Spectrum Disorders (3)
SPE 6420 Assistive Technology to Support Literacy and Communication (3)
SPE 6440 Supporting Students with Serious Medical Issues and Their Families (3)

Electives:
Choose two elective graduate courses (5000- or 6000-level) in areas outside of the major to complete degree requirements.

Additional Requirements for all Master of Education Degrees

Additional requirements for **all** Master of Education degrees include:

- a minimum cumulative grade point average of 3.0
- presentation of research
- no more than one grade of C
- no grade F

Graduate Certificates in Education

Greensboro College offers two graduate certificates in education: the Graduate Certificate in Literacy in Education, and the Graduate Certificate in Social Justice through Education. These certificates are designed to support candidates' teaching experiences, enhance pedagogical techniques, provide candidates professional development opportunities, and align with Department of Public Instruction and State Board of Education guidelines.

All courses taken toward a graduate certificate in education will count toward the M.Ed. or M.A. in TESOL programs. Completion of a graduate certificate in education will waive the GRE requirement for admission to the graduate programs.

The deadline for M.Ed. degree-seeking students to declare a certificate as part of their program is the end of the drop/add period for the last term of the certificate.

Note: The Certificate is not equivalent to the M.Ed. degree nor does the Certificate carry teaching licensure.

Certificate Programs and Their Course Requirements

Graduate Certificate in Literacy in Education (4 courses)

ENG 5310 General Linguistics (3)
ENG 5430 Reading and Writing for the English Language Learner (3)
SPE 6340 Research-based Literacy Methods (3)

Choose one of the following:

ELE 6330 Multicultural Literature for Children (3)
ENG 5330 Language and Culture (3)
ENG 5390 Cultural Identity Through Storytelling (3)
SPE 6330 Evidence-Based Practices in Special Education (3)

Graduate Certificate in Social Justice Through Education (4 courses)

EDU 6580 Current Issues in Education (3)
ELE 6340 Cultural Aspects of Effective Teaching (3)
ENG 6100 Issues of Power, Access, and Equity (3)
SPE 5280 Exceptionality, Diversity and Difference (3)

Licensure Plus Master of Arts in Teaching (M.A.T.) in Teaching English to Speakers of Other Languages Program

Licensure Plus M.A.T. Program Description

The Licensure Plus M.A.T. Program is designed for individuals who have earned a bachelor's degree, who do not have a teaching license, and who are seeking Standard Professional License 1 in Teaching English as a Second Language. The first step of Licensure Plus M.A.T. leads to the Standard Professional 1 (SP1) license. The second step of Licensure Plus M.A.T. leads to the Master of Arts in Teaching TESOL and master's licensure.

The goals and objectives of the Licensure Plus M.A.T. in Teaching English to Speakers of Other Languages are as follows:

Mirroring the goals and objectives of Greensboro College's graduate programs in education, the Licensure Plus M.A.T. in TESOL program affords graduate candidates with the best educational opportunities to obtain the knowledge and dispositions needed to become reflective practitioners who value differences, utilize best practices, and engage in life-long learning. Stimulated by the spirit of critical inquiry, graduate candidates engage in the learning process as an ongoing preparation for life in the larger community. In order to do this, candidates will:

- demonstrate advanced mastery of the intellectual skills of analysis, synthesis, and evaluation;
- apply theoretical, philosophical, and research bases to improve student learning;
- develop a philosophical and theoretical foundation that guides the application of appropriate educational practices;
- study a common core of knowledge in the areas of educational foundations, educational psychology, research methods, and ethics;
- acquire a deeper understanding of the developmental needs of students in order to employ teaching practices attuned to individual, cultural, ethnic, economic, and learning differences;
- develop and vary teaching strategies in order to create learning environments that respect, welcome, and meet the learning needs and interests of all students;
- develop a capstone project that relates theory to practice in order to improve teachers' educational practices and effectiveness;
- develop, apply, and reflect upon content/pedagogical knowledge and instructional skills that connect subject/discipline knowledge to the interests and needs of all learners;
- develop the skills in problem solving and collaboration useful for working with colleagues as well as with students and their parents;
- develop and apply skills to assume leadership roles in their classrooms, schools, communities, and professional organizations;

- reflect upon their work as professionals.

Program Requirements

Step One: Initial Licensure

Requirements: 21 credit hours for lead teachers
25 credit hours for those not employed at lead teachers

EDU 5210	Introduction to the Profession (1)
EDU 5211	Field Component for Introduction to the Profession (1) (if not employed as lead teacher)
EDU 5310	Introduction to Technology, Planning, and Assessment (3)
ENG 5330	Language and Culture (3)
OR	
SPE 5280	Exceptionality, Diversity and Difference (3)
ENG 5310	General Linguistics (3)
ENG 6500	Pedagogy of TESOL (3)
ENG 6501	Field Component for Pedagogy of Teaching English to Speakers of Other Languages (1)
ENG 5430	Reading and Writing for the English Language Learner (3)

Candidates who are NOT employed as lead teachers complete:

EDU 4930	Student Teaching Seminar (2)
EDU 4970	Student Teaching for Post-Baccalaureate Candidates (4)
EDU 5001	Advanced Field Component for TESOL (1)

Candidates who are employed as lead teachers complete:

EDU 4935	Clinical Practicum Seminar (2)
EDU 4980	Clinical Practicum (2)

Other requirements include:

- a passing score on the PRAXIS II examination
- a passing score on the Pearson edTPA portfolio assessment
- 3.0 cumulative grade point average
- grades of C or better in all classes
- fulfillment of all requirements for an initial license

Step Two: Master's Licensure and M.A.T. in TESOL

Requirements: 15 hours

ENG 5420	Current Issues in TESOL (3)
OR	
EDU 6580	Current Issues in Education (3)
ENG 6150	Introduction to Educational Inquiry (3)
ENG 6510	Practicum in Pedagogy of Teaching English to Speakers of Other Languages (3)

EDU 6310	School, Community and Family Collaboration (3)
ENG 6900	Teacher as Researcher and Practitioner: Final Project (3)

Admission to Teacher Education Program During Step One

Step One Licensure Plus candidates should apply for formal admission into the Teacher Education Program during their first semester while enrolled in EDU 5210 and should be admitted prior to completing nine hours of coursework or by the end of the second semester of enrollment. Admission requirements include the following:

1. A minimum 3.00 cumulative grade point average including prior coursework;
2. Favorable recommendations from the candidate's major advisor, a faculty member, and the Dean of Students;
3. Completion of the Application for Teacher Education and the accompanying Legal Status and Policy Statements, Educator Preparation Program Policy Statement and Code of Professional Responsibilities and Conduct Agreement;
4. Membership in an approved professional organization. Consult your licensure area or the Office of Teacher Education for organizations.
5. Enrollment in or prior completion of EDU 5210 Introduction to the Profession.

Student Teaching/Clinical Practicum Program - Step One

Candidates must apply to Student Teach or complete the Clinical Practicum. The Student Teaching/Clinical Practicum application is to be submitted to the Teacher Education Office the first month of the semester before the student teaching semester. **The Clinical practicum is only offered during the spring semester.** Precise deadlines for student teaching materials will be posted each semester. Basic requirements and material include:

1. Completed Student Teaching/Clinical Practicum Application, including signatures of recommendation from the major advisor.
2. Completion of all required courses and field experiences with a minimum grade of C or better.
3. A graduation audit completed by the Registrar.
4. A favorable recommendation from the candidate's major advisor.

The attainment of an initial license involves obtaining minimum, or higher, scores on the required specialty area examinations with cut scores established by the State Board of Education; submission of approved evidences (student teachers), and successful completion of the Teacher Education Program.

"Master's Degree" or Step Two, Program in TESOL Application Requirements

Candidates who successfully complete Step One of the program and intend to enter into Step Two, must then apply for admission into Step Two, the Licensure Plus M.A.T. Program and be readmitted into the Teacher Education Program for master's licensure. Candidates must have completed all requirements of the Licensure Program with a 3.0

cumulative grade point average and must submit the following to the Greensboro College Admissions Office:

- Satisfactory score on the GRE, MAT, TOEFL, ITEP (or similar language proficiency exam that has been approved by the TESOL Program Director)
- Copy of valid, active TESOL initial license
- Application for Licensure Program Completers (including a recommendation from a Licensure Program faculty member)

Once admitted, candidates may earn a Master of Arts in Teaching degree in TESOL by completing an additional 15 hours of coursework and the additional degree requirements:

- an acceptable final project, approved by the supervising TESOL faculty member.
- the presentation of the student's final project in a college-wide forum or approved academic/professional forum.
- a 3.0 cumulative grade point average.
- no more than one grade of C.
- no grade of F.

Licensure Plus Master of Education (M.Ed.) Program

Licensure Plus M.Ed. Program Description

The Licensure Plus M.Ed. Program is designed for individuals who have earned a bachelor's degree, who do not have a teaching license, and who are seeking an initial license in either elementary or special education. The Licensure Plus Programs are two-step programs. The first step of Licensure Plus M.Ed. leads to the initial license. The second step of Licensure Plus M.Ed. leads to the M.Ed. and master's licensure.

Candidates participating in the Licensure Plus Programs must be admitted to the Teacher Education Program two times--once in Step One after the first semester of enrollment at Greensboro College. Candidates must apply to the Teacher Education Program again in Step Two no later than the completion of the first nine semester hours of credit or by the second semester of enrollment.

Licensure Plus M.Ed., Step One

The first or "licensure" step of the "Licensure Plus" M.Ed. program represents a balance of graduate and undergraduate courses distributed among professional, specialty, and clinical studies. In teacher education programs, professional studies courses are the general core of shared courses taken by all candidates; specialty studies courses are the major area courses taken by candidates seeking licensure in a specific content area; and clinical studies involve field experiences in the public schools.

Step One in Elementary Education

Candidates may pursue initial licensure, Step One, in Elementary Education by completing coursework at both the undergraduate and graduate levels. Upon completion of initial licensure in Elementary Education (Step One), candidates may then apply to continue in the master's portion of the program (Step Two). With an additional 21 hours of graduate level work, they may complete the M.Ed. in Elementary Education and be eligible for master's licensure recommendation.

Licensure Program in Elementary Education – Step One

Professional Studies Courses	14 semester hours
Specialty Studies Courses	28 semester hours
Student Teaching Seminar	2 semester hours
Clinical Practicum	2 semester hours
(required for candidates employed as a teacher)	
or	
Student Teaching	4 semester hours
Student Teaching Seminar	2 semester hours
(required for candidates NOT employed as a teacher)	
Total Program	46-48 semester hours

Step One in Special Education General and Adapted Curriculum

Candidates may pursue initial licensure, Step One, in Special Education General Curriculum or Adapted Curriculum by completing coursework at both the undergraduate and graduate levels. Upon completion of initial licensure for the General Curriculum or Adapted Curriculum licensure in special education (Step One), candidates may then apply to continue in master's portion, of the program (Step Two). With an additional 21 hours of graduate level work, they may complete the M.Ed. in either General Curriculum or Adapted Curriculum and be eligible for master's licensure recommendation.

Licensure Program in Special Education General and Adapted Curriculum – Step One

Professional Studies Courses	8 semester hours
Specialty Studies Courses	32 semester hours
Student Teaching Seminar	2 semester hours
Clinical Practicum	2 semester hours
(required for candidates employed as a teacher)	
or	
Student Teaching	4 semester hours
Student Teaching Seminar	2 semester hours
(required for candidates NOT employed as a teacher)	
Total Program	44-46 semester hours

Transitioning from Step One to Step Two

Candidates moving from Step One to Step Two must complete the M.Ed. Transition Application for Step Two. These applications are available in the Greensboro College Admissions Office. Candidates admitted into the Step Two program must also be

readmitted to the Teacher Education Program prior to completing nine semester hours of course work in the M.Ed. Program.

Teacher Education Subcommittees

The Course Equivalency Subcommittee operates to ensure greater consistency and comparability among programs. Issues related to documentation of work experience, fieldwork, and individual student courses of study are directed to this subcommittee which reports to the Teacher Education Committee. The Educational Standards and Dispositions Subcommittee counsels candidates regarding career options, admission requirements, progress, and standards. It is a forum for recommending policies and guidelines to the Teacher Education Committee. The Professional Studies Subcommittee functions to review curriculum proposals, course changes, and licensure programs. It provides professional studies faculty with opportunities to discuss academic, curricular and instructional concerns. The Finance and Assessment Subcommittee serves to oversee the Curriculum and Materials Center, CMC. This subcommittee organizes CMC requests, distributes the CMC budget, documents all CMC expenses, and coordinates and oversees the Assessment System.

Program Requirements

"Licensure," or Step One, Program in Elementary Education

The Licensure, or Step One, Program in Elementary Education requires the successful completion of a minimum of 42 hours of coursework, including three field components. Candidates who are not employed as teachers are also required to complete Student Teaching for Post-Baccalaureate Candidates and Student Teaching Seminar. Candidates who are employed as teachers will complete a Clinical Practicum and Clinical Practicum Seminar. Course requirements are listed below.

Professional Studies:

EDU 5210	Introduction to the Profession (1)
EDU 5211	Field Component for Introduction to the Profession (1) (if not employed as lead teacher)
EDU 5310	Introduction to Technology, Planning, and Assessment (3)
EDU 5000	Reflective Practices (3)
EDU 5330	Nature of the Learner (3)
SPE 5280	Exceptionality, Diversity, and Difference (3)

Specialty Studies:

EDU 2770	Literacy Foundations (3)
EDU 3300	Positive Behavior Support (3)
EDU 3355	Educational Assessment (4)
ELE 3780	Reading Methods and Assessment (3)
ELE 3781	Field Component for Reading Methods and Assessment (1)
ELE 3790	Mathematics Methods and Assessment (3)
ELE 3791	Field Component for Mathematics Methods and Assessment (1)
PHE 3770	Pedagogy of Physical Education and Health for the Classroom Teacher (4)
ELE 5730	Contemporary Elementary Curriculum and Strategies (3)

ELE 5735 Multiple Pathways to Learning (3)

Candidates who are NOT employed as teachers must complete:
EDU 4930 Student Teaching Seminar (2)
EDU 4970 Student Teaching for Post-Baccalaureate Candidates (4)

Candidates who are employed as teachers must complete:
EDU 4935 Clinical Practicum Seminar (2)
EDU 4980 Clinical Practicum (2)

Exit from the program requires:
- a passing score on the Pearson Test for NC: Foundations of Reading, and either Praxis CKT elementary education mathematics OR Pearson General Curriculum mathematics subtest during student teaching or clinical practicum to receive a grade of C or better
- a 3.0 cumulative grade point average
- grades of C or better in all courses
- fulfillment of all requirements for the initial license.

"Master's," or Step Two, Program in Elementary Education

Candidates who successfully complete Step One, the licensure program, in elementary education and who intend to continue to Step Two, must apply for admission into Step Two, the Licensure Plus M.Ed. Program and be readmitted into the Teacher Education Program. Candidates must have completed all requirements of the "Licensure" Program with a 3.0 cumulative grade point average and must submit the following to the Greensboro College Admissions Office:
- GRE or MAT scores
- Copy of valid, active initial license
- Application for "Licensure" Program Completers (including a recommendation from a "Licensure" Program faculty member)

Once admitted, candidates may earn a Master of Education degree in Elementary Education by completing an additional 21 hours of coursework as listed:

Professional Studies:
EDU 6110 Introduction to Educational Research (3)
EDU 6310 School, Community, and Family Collaboration (3)
EDU 6580 Current Issues in Education (3)
ELE 6900 Teacher as Researcher: Research Implementation in Elementary Education (3)
Specialty Studies:
ELE 6330 Multicultural Literature for Children (3)
ELE 6340 Cultural Aspects of Effective Teaching (3)
ELE 6770 Differentiated Instruction (3)

"Licensure," or Step One, Program in Special Education (General Curriculum)

The "Licensure," or Step One, program in Special Education (General Curriculum) requires the successful completion of a minimum of 40 hours of coursework, including three field components. Candidates who are not employed as teachers are also required

to complete Student Teaching for Post-Baccalaureate Candidates and Student Teaching Seminar. Candidates who are employed as teachers will complete a Clinical Practicum and Clinical Practicum Seminar. Course requirements are listed below.

Professional Studies:

EDU 5210 Introduction to the Profession (1)
EDU 5211 Field Component for Introduction to the Profession (1) (if not employed as lead teacher)
EDU 5000 Reflective Practices (3)
EDU 5330 Nature of the Learner (3)

Specialty Studies:

EDU 2770 Literacy Foundations (3)
EDU 3300 Positive Behavior Support (3)
EDU 3355 Educational Assessment (4)
ELE 3790 Math Methods and Assessment (3)
ELE 5735 Multiple Pathways to Learning (3)
SPE 2800 Educational Considerations for Individuals with Low Incidence Disabilities (3)
SPE 2801 Field Component for Educational Considerations for Individuals with Low Incidence Disabilities (1)
SPE 3750 Planning for Transition Through Collaboration (4)
SPE 3775 Methods in Reading and Written Expression (3)
SPE 3776 Field Component for Methods in Reading and Written Expression (1)
SPE 3791 Special Education Math Field Component (1)
SPE 5280 Exceptionality, Diversity and Difference (3)

Candidates who are NOT employed as a teacher must complete:

EDU 4930 Student Teaching Seminar (2)
EDU 4970 Student Teaching for Post-Baccalaureate Candidates (4)

Candidates who are employed as a teacher must complete:

EDU 4935 Clinical Practicum Seminar (2)
EDU 4980 Clinical Practicum (2)

Other requirements include:

- passing scores on the PRAXIS II specialty examination and the Pearson Test for NC: Foundations of Reading, and either Praxis CKT elementary education mathematics OR Pearson General Curriculum mathematics subtest during student teaching or clinical practicum to receive a grade of C or better
- a 3.0 cumulative grade point average
- grades of C or better in all courses
- fulfillment of all requirements for an initial license.

"Master's," or Step Two, Program in Special Education General Curriculum

Candidates who successfully complete Step One of the program and intend to continue into Step Two, must then apply for admission into Step Two, the Licensure Plus M.Ed. Program and be readmitted into the Teacher Education Program. Candidates must have completed all requirements of the Licensure Program with a 3.0 cumulative grade point

average and must submit the following to the Greensboro College Admissions Office:

- GRE or MAT
- Copy of valid, active initial license
- Application for Licensure Program Completers (including a recommendation from a Licensure Program faculty member)

Once admitted, candidates may earn a Master of Education degree in Special Education (General Curriculum) by completing an additional 21 hours of coursework including the following:

Professional Studies:

EDU 6110 Introduction to Educational Research (3)
EDU 6310 School, Community, and Family Collaboration (3)
EDU 6580 Current Issues in Education (3)
SPE 6900 Teacher as Researcher: Research Implementation in Special Education (3)

Specialty Studies

SPE 6320 Classroom Assessment, Teaching and Learning Strategies in Special Education (3)
SPE 6330 Evidence-Based Practices in Special Education (3)
SPE 6340 Research-based Literacy Methods (3)

"Licensure," or Step One, Program in Special Education (Adapted Curriculum)

The "Licensure," or Step One, program in Special Education (Adapted Curriculum) requires the successful completion of a minimum of 40 hours of coursework, including two field components. Candidates who are not employed as teachers are also required to complete Student Teaching for Post-Baccalaureate Candidates and Student Teaching Seminar. Candidates who are employed as teachers will complete a Clinical Practicum and Student Teaching Seminar. Course requirements are listed below.

Professional Studies:

EDU 5210 Introduction to the Profession (1)
EDU 5211 Field Component for Introduction to the Profession (1) (if not employed as lead teacher)
EDU 5000 Reflective Practices (3)
EDU 5330 Nature of the Learner (3)

Specialty Studies:

EDU 2770 Literacy Foundations (3)
EDU 3300 Positive Behavior Support (3)
EDU 3355 Educational Assessment (4)
ELE 3790 Mathematics Methods and Assessment (3)
ELE 5735 Multiple Pathways to Learning (3)
SPE 2800 Educational Considerations for Individuals with Low Incidence Disabilities (3)
SPE 2801 Field Component for Educational Considerations for Individuals with Low Incidence Disabilities (1)
SPE 3750 Planning for Transition Through Collaboration (4)

SPE 3770 Emergent Literacy Methods and Assessment (3)
SPE 3771 Field Component for Emergent Literacy Methods and Assessment (1)
SPE 3791 Special Education Math Field Component (1)
SPE 5280 Exceptionality, Diversity and Difference (3)

Candidates who are NOT employed as a teacher must complete:
EDU 4930 Student Teaching Seminar (2)
EDU 4970 Student Teaching for Post-Baccalaureate Candidates (4)

Candidates who are employed as a teacher must complete:
EDU 4935 Clinical Practicum Seminar (2)
EDU 4980 Clinical Practicum (2)

Other requirements include:
- passing scores on the PRAXIS II exam during student teaching or clinical practicum in order to receive a grade of C or better
- grades of C or better in all courses
- fulfillment of all requirements for an initial license.

"Master's," or Step Two, program in Special Education Adapted Curriculum

Candidates who successfully complete Step One of the program and intend to enter into Step Two, must then apply for admission into Step Two, the Licensure Plus M.Ed. Program and be readmitted into the Teacher Education Program. Candidates must have completed all requirements of the Licensure Program with a 3.0 cumulative grade point average and must submit the following to the Greensboro College Admissions Office:
- GRE or MAT
- Copy of valid, active initial license
- Application for Licensure Program Completers (including a recommendation from a Licensure Program faculty member)

Once admitted, candidates may earn a Master of Education degree in Special Education (Adapted Curriculum) by completing an additional 21 hours of coursework including the following:
Professional Studies:
EDU 6110 Introduction to Educational Research (3)
EDU 6310 School, Community, and Family Collaboration (3)
EDU 6580 Current Issues in Education (3)
SPE 6900 Teacher as Researcher: Research Implementation in Special Education (3)

Specialty Studies:
SPE 6400 Strategies for Teaching Students with Autism (3)
SPE 6420 Assistive Technology to Support Literacy and Communication (3)
SPE 6440 Supporting Students with Serious Medical Issues and Their Families (3)

All Candidates, Admission to Teacher Education Program during Step One

Step One Licensure Plus candidates should apply for formal admission into the Teacher Education Program during their first semester while enrolled in EDU 5210 and should be admitted prior to completing nine hours of coursework or by the end of the second semester of enrollment. Admission requirements include the following:

1. A minimum 3.00 cumulative grade point average including prior coursework;
2. Favorable recommendations from the candidate's major advisor, a faculty member, and the Dean of Students;
3. Completion of the Application for Teacher Education and the accompanying Legal Status and Policy Statements; Code of Professional Responsibility and Conduct Agreement and Educator Preparation Program Policy Statement;
4. Membership in an approved professional organization such as SNCAE or SCEC. Consult your licensure area or the Office of Teacher Education for additional organizations.
5. Enrollment in or prior completion of EDU 5210 Introduction to the Profession.

Upon successful completion of these requirements, applications will be considered by the Teacher Education Program and submitted to the Teacher Education Committee. This Committee, in the exercise of its professional judgment, determines admission to the program.

All Candidates, Student Teaching/Clinical Practicum Program - Step One

Candidates must apply to Student Teach or complete the Clinical Practicum. The Student Teaching/Clinical Practicum application is to be submitted to the Teacher Education Office the first month of the semester before the student teaching semester. The Clinical practicum is only offered during the spring semester. Precise deadlines for student teaching materials will be posted each semester. Basic requirements and material include:

1. 1. Completed Student Teaching/Clinical Practicum Application, including signatures of recommendation from the major advisor.
2. Completion of all required courses and field experiences with a minimum grade of C or better.
3. A graduation audit completed by the Registrar.
4. A favorable recommendation from the candidate's major advisor and faculty member.
5.

Responsibility for student teaching/clinical practicum placements is a collaborative endeavor between the local schools and the Teacher Education Office. Candidates completing a program through student teaching may not be employed (part-time or full-time) during their student teaching semester. Hardship cases will be reviewed on an individual basis by the Standards Subcommittee of the Teacher Education Program and approved by the Teacher Education Committee. Candidates must contact the Director of Teacher Education and submit a petition requesting an exception to initiate this process.

The attainment of an initial license involves obtaining minimum, or higher, scores on the required specialty area examinations with cut scores established by the State Board of Education, which are to be completed prior to the completion of student teaching or the clinical practicum to receive a grade of C or better; submission of approved artifacts, and successful completion of the Teacher Education Program.

Course Descriptions

The abbreviations in parentheses after the names of disciplines (ENG for English, etc.) are those used by the College for permanent records and class schedules.

Graduate courses at Greensboro College are numbered at the 5000 level and above, and descriptions of these courses are listed in this *Graduate Catalog*. Undergraduate courses are numbered at the 4000 level and below. Descriptions of these courses may be found in the *Greensboro College Undergraduate Academic Catalog.*

The number in parentheses after each course indicates the number of semester hours of credit for the course.

Prerequisites, co-requisites, and concurrent requisites courses are designated after course descriptions, and are defined as follows:

> Prerequisites must be satisfied before taking a particular course.
> Concurrent requisites must be satisfied during the same term as taking a particular course.
> Co-requisites must be satisfied before or during the same term as taking a particular course.

If no designation appears after a course description, that course has no prerequisite, concurrent requisite, or co-requisite.

Under each course title, there is information regarding the frequency with which the course is 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.

BIRTH THROUGH KINDERGARTEN EDUCATION (BKE)

School of Social Sciences and Education

BKE 5730 Advanced Studies in Curriculum Theory for Early Childhood Settings (3)
Offered: Every summer
This course provides an in-depth review and analysis of historical curriculum planning approaches for young children and the application of that knowledge in the design of a unique and individual curriculum philosophy. Study includes the review of curriculum theories such as Montessori, Bank Street, Waldorf, Reggio-Emilia, High Scope, Tools of the Mind and the Project Approach. All students will complete an independent analysis of each approach for the use of environmental and curricular design, selection of learning materials, teaching and learning strategies, and philosophical differences. As a final project for this course students will design and articulate their own curriculum planning philosophy based upon the

implication of their study.

BKE 6320 Analysis and Design of Early Childhood Environments: Assessment, Teaching and Learning Strategies (3)
Offered: Fall semesters, 2022 and 2024
This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for all young children of various developmental levels and abilities in inclusive birth to kindergarten settings. Study includes collaboration with families to support the analysis and implementation of an authentic assessment approach to determine developmental abilities, interests and differences in young children's progress; and determining program effectiveness.

BKE 6350 Leadership and Advocacy in Early Childhood Education (3)
Offered: Fall semesters, 2023 and 2025
This course is designed to provide students with the knowledge and skills to act professionally in leadership roles in the field of early childhood education. Students will review the political, economic and social influence on the field of early childhood education. Additionally, characteristics of leadership and professionalism will be explored. Further study will include the investigation of professional strategies utilized in specific roles within the field such as: mentor, evaluator, administrator and advocate. Students will be expected to examine standards of professionalism in each of these roles, complete a self-assessment and develop and draft a personal professional development plan.

BKE 6900 Teacher as Researcher and Practitioner: Birth Through Kindergarten (3)
Offered: Periodically based on student need
Prerequisite: EDU 6110 and admission to the Teacher Education Program
This course is designed to provide information and guidance to candidates as they design and implement a project-based product in P-12 schools. Students will be given the opportunity to design and develop a product (e.g., teaching aids such as curriculum design and materials; interactive website; in-service training workshop; professional conference presentation, etc.) that will support the best practices in birth-through-kindergarten education. Furthermore, students will continue to deepen their understanding of educational inquiry and research methodologies, strengthen their ability to read critically, to synthesize and conceptualize research issues, and conduct a clear disciplined inquiry into a topic. Students will exit the course having completed their final culminating professional project.

EDUCATION (EDU)

School of Social Sciences and Education

EDU 5000 Reflective Practices (3)
Offered: Every summer
This course focuses upon schools, education, teaching and 21st century professional practices and standards. Candidates explore the philosophical, sociological, and historical foundations of the profession in order to understand various educational theories that link research to practice. Emphasis is placed on reflection and articulation of a vision of educational practice based reading, research and reflection. Candidates will identify a research question, articulate a hypothesis, identify and critique research articles, summarize findings and present conclusions.

EDU 5210 Introduction to the Profession (1)
Concurrent requisite: EDU 5211
Offered: Every fall semester
This course will be offered in an online format and will provide the vehicle for all students in the step-one programs, especially the TESOL students, to easily complete the application process, be introduced to edTPA, and other licensure requirements in addition to professional standards and assessments.

EDU 5211 Field Component for Introduction to the Profession (1)
Concurrent requisite: EDU 5210
Offered: Every fall semester
This field component is required for all candidates, who are not employed as lead teachers, enrolled in EDU 5210. This field component involves observation and reflection on classroom practice. Students should be responsible for transportation to field placements

EDU 5310 Responsive Planning, Instruction and Assessment (3)
Offered: Fall and spring semesters

This course provides the foundation to enable teacher candidates to utilize effective planning, instruction and assessment while integrating 21st century technology in their classrooms. 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 design diversity responsive lesson plans that encourage students to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate with others.

EDU 5330 Nature of the Learner (3)
Offered: Every summer
This course surveys human development from conception through adolescence with an emphasis on cognitive and social development during the preschool, middle childhood, and adolescent years. Current research on a variety of special topics related to growth and development such as socio-economic status, gender, and ethnicity will be explored. The developing child will be understood as an active participant in a world of biological, familial, social, and cultural influences that help shape his or her individual life path.

EDU 5500 Special Topics (3)
Prerequisite: Permission of instructor
Offered: Periodically based on student need
This course presents special topics in advanced educational studies.

EDU 5900 Directed Study (1-3)
Offered: Periodically based on student need
Directed Studies must be proposed before the beginning of the semester and be approved by the Department Chair, Dean of Faculty, and course instructor. A specific area of study not available in any other course is developed in-depth. These course will be specified on the transcript according to the content of the course.

EDU 6110 Introduction to Educational Research (3)
Offered: Every spring semester
This course is an introduction to educational inquiry and research methodologies. The course topics include: sampling procedures, measurements, quantitative and qualitative research designs, and data collections and analysis. The course is intended to increase the students' ability to read critically, to synthesize the products of educational inquiry, to conceptualize research issues, and to conduct a clear, disciplined inquiry into a topic. Candidates will consider issues of reliability, validity, and ethics, and will be able to engage in professional discussion of educational research.

EDU 6310 School, Community and Family Collaboration (3)
Offered: Every fall semester
Theory and practice in joining families, communities, and schools in promoting children's learning, development and success in school. Strengths and needs of families in a diverse, multicultural society, teachers' roles in concert with other disciplines in supporting families and building partnerships, and connection with community resources.

EDU 6580 Current Issues in Education (3)
Offered: Every summer
The intent of this course is to study current developments and issues of concern and debate in education and the international, national, state and local levels. These issues include current events, trends, opinions and issues related to curriculum development, delivery systems and leadership. The graduate candidate will carefully examine persistent problems of elementary schools and explore possible solutions. The course considers the research on leading theorists and the application of their findings into effective elementary level practice. The needs of the elementary school child and the needs of society are a primary focus.

ELEMENTARY EDUCATION (ELE)

School of Social Sciences and Education

ELE 5730 Contemporary Elementary Curriculum and Strategies (3)
Offered: Every spring semester
This course explores the scope and sequence of the elementary curriculum areas of science and social studies. Strategies studied include content integration, cooperative grouping and effective questioning strategies, management and motivation. Hands-on guided discovery is an essential ingredient.

ELE 5735 Multiple Pathways to Learning (3)
Offered: Every spring semester

This course provides a study of the theory of Multiple Intelligences as posited by Howard Gardner. Students will conduct research into the history and the pedagogical role of the theory as well as design lessons that incorporate music, visual arts, movement/dance, creative dramatics, logic, personal interaction and personal reflection. The scope and integrative use of literature for children will also be explored.

ELE 6330 Multicultural Literature for Children (3)
Offered: Summers, 2023 and 2025
Reading, discussing and analyzing literature written from diverse ethnic, linguistic, and cultural perspectives will aid candidates in becoming knowledgeable about a wide range of outstanding multicultural literature from various cultural groups. Candidates will also explore means of teaching using multicultural literature to encourage diverse learners and learning styles.

ELE 6340 Cultural Aspects of Effective Teaching (3)
Offered: Fall semesters, 2022 and 2024
This course focuses on the role of culture in teaching, assessment and learning. Candidates will study different cultures, assess and reflect on their own perceptions and use this knowledge to enhance the teaching and learning process.

ELE 6500 Topical Seminar (3)
Offered: Periodically based on student need
This course is a detailed education analysis of a selected topic. A seminar approach is utilized which requires extensive reading, individual or group projects, and research papers.

ELE 6770 Differentiated Instruction (3)
Offered: Fall semesters, 2023 and 2025
A study of diagnostic procedures for identifying learning problems and planning remedial instruction appropriate for candidates in all subject areas. Special emphasis will be given to developing intervention strategies as prescribed by the *Gateways* initiative. Candidates will prepare two entries for the Teaching Portfolio based on student work samples.

ELE 6900 Teacher as Researcher and Practitioner: Elementary Education (3)
Prerequisite: EDU 6110 and admission to the Teacher Education Program
Offered: Periodically based on student need
This course is designed to provide information and guidance to candidates as they design and implement a project-based product in P-12 schools. Students will be given the opportunity to design and develop a product (e.g., teaching aids such as curriculum design and materials; interactive website; in-service training workshop; professional conference presentation, etc.) that will support the best practices in elementary education. Furthermore, students will continue to deepen their understanding of educational inquiry and research methodologies, strengthen their ability to read critically, to synthesize and conceptualize research issues, and conduct a clear disciplined inquiry into a topic. Students will exit the course having completed their final culminating professional project.

ENGLISH (ENG)
School of Humanities

ENG 5001 Advanced Field Component for TESOL (1)
Offered: Every spring semester
This 50-hour advanced field experience allows for practical implementation of the knowledge, skills, and dispositions addressed in the TESOL Step 1 program. It is required for candidates for licensure in TESOL who are not currently employed as professional educators.

ENG 5300 English Grammar (3)
Offered: Every fall semester and every summer
This is a study of American English emphasizing grammar through the traditional, functional, and descriptive approaches. It includes a study of syntax, semantics, dialectology linguistic geography, and usage. The course is designed to provide competency in teaching English grammar and usage.

ENG 5310 General Linguistics (3)
Offered: Every spring semester and every summer
This course covers the basic principles of language study (phonology, morphology, syntax, semantics, lexicon), including a history of the English language. Among the topics covered are word origins; linguistic developments; the study of dialect, structure, and meaning; first and subsequent language acquisition and

learning; and the social uses of language in oral and written forms. This course will examine the influence of power, race, class, and gender on the development of languages through and across time.

ENG 5320 Practicum in Applied Linguistics (3)
Offered: Periodically based on student need
This field experience provides multiple opportunities to (1) evaluate and assess linguistic competence and performance in native and non-native English speakers and (2) plan appropriate curriculum and materials. Focus will center on morphological, phonological, syntactic, and semantic systems in the diverse, multilingual and/or multidialectal classroom. Prerequisite: ENG 5310 with a grade of C or better.

ENG 5330 Language and Culture (3)
Offered: Periodically based on student need
This course examines the interaction of language and society and explores the following: cross-cultural communication; national language policies; multicultural verbal and non-verbal behavior, customs, and traditions; prestige language; and gender, ethnic, political and class issues in sociolinguistics.

ENG 5340 Academic Writing for ELLs (3)
Offered: Periodically based on student need
In this course students explore the development of academic writing for English language learners (ELLs) as it relates to practice and research. Topics covered will include identifying rhetorical problems and solutions as they relate to the L1 culture, engaging with sources, defining plagiarism, making good arguments, and assembling reasons and evidence. In addition, the pedagogical choices for supporting ELLs' writing development will be examined as they pertain to the use of multiple drafts, feedback, peer editing, and self-editing practices.

ENG 5350 Authentic Assessment (3)
Offered: Periodically based on student need
This course provides a foundation in the understanding of authentic assessment and its application with English learners of all ages. Specifically, this course explores the challenges that both teachers and English learners face within the school context in relation to understanding student ability and the demonstration of prior knowledge. This course examines issues of power, race, class, privilege, and other factors that may impede the educational success of diverse students-specifically English learners. In addition, this course addresses the need to develop assessment practices that infuse critical multicultural education into the curriculum and authentic opportunities to express and demonstrate acquired knowledge in the classroom.

ENG 5360 Adult Learners in TESOL (3)
Offered: Periodically based on student need
In this course students examine the diverse circumstances and methodologies for teaching English to adult learners. Among the topics covered are intensive English programs, adult basic skills language development, English for specific purposes for learners living in the U.S. and in their home countries (i.e., healthcare, business), and English for international students studying in the U.S.

ENG 5370 Metacognition as a Tool for Language Learning (3)
Offered: Periodically based on student need
We often teach students what to learn but not how to learn. Language learning is a life-long endeavor. It is necessary for students to have the tools required to control their own learning as they navigate through ever changing languages in our rapidly globalizing world. This course introduces students to the science of learning and how the most contemporary research in educational psychology is relevant to language learning. This course dispels old myths of learning and explores new research-proven strategies for effective teaching.

ENG 5380 L2 Classroom Discourse (3)
Offered: Periodically based on student need
In this course, we will study the dynamics of L2 classroom discourse. The course is built on the premise that social interaction is at the heart of teaching and learning, and we will focus on the critical role the teacher plays in managing classroom interaction. We will read a variety of research articles to explore how, through interaction, teachers convey their curriculum and how students display their understandings of it. We will also examine how teachers and students create and maintain relationships and how they express their personal and professional identities in everyday classroom activities.

ENG 5390 Cultural Identity Through Storytelling (3)
Offered: Periodically based on student need
This course explores storytelling as a means to identify, express, and reflect upon cultural identity. Emphasis is placed on using current research in this specialized field to understand the history of storytelling through

multiple modalities, including oral narration, song, chants, graphic novels, news, podcasts, movies, gossip, and more. Active student engagement and participation will optimize learning outcomes, as the stories we share will serve as a common point of departure as we develop the tools necessary to understand the stories of our current and future students.

ENG 5420 Current Issues in TESOL (3)
Offered: Periodically based on student need
Explores legal and cultural issues affecting the teaching of English as a Second Language. Laws concerning immigration and school policy related to ESOL students will be addressed as well as cultural differences that affect teaching and learning.

ENG 5430 Reading and Writing for the English Language Learner (3)
Offered: Every spring semester and every summer
The course examines the teaching of contemporary written discourse in English. Focus will be on reading and composition theory; curriculum; purpose, audience, structure and development of texts; modes of discourse; L1 and subsequent language acquisition and learning; assessment and evaluation; direct instruction and interventions; and issues particular to English language learning students and families from various language typologies and at various levels of competency in written and spoken English. Special populations, exceptionalities, and technology will also be addressed.

ENG 5500 Special Topics (3)
Prerequisite: Permission of the Director of the Program
Offered: Periodically based on student need
This course presents special topics in advanced educational studies. May be repeated for a maximum of six credit hours under different topics.

ENG 5900 Directed Studies (1-3)
Offered: Periodically based on student need
Directed Studies must be proposed before the beginning of the semester and be approved by the Director of the Program, Department Chair, Dean of Faculty, and course instructor. A specific area of study not available in any other course is developed in depth. These courses will be specified on the transcript according to the content of the course.

ENG 6100 Issues of Power, Access, and Equity (3)
Offered: Periodically based on student need
Participants will explore the intersectionality of power, access, equity and language through major works in the field of cultural and sociolinguistics. There is a specific focus on the lived experiences of culturally and linguistically diverse individuals in the US and other English-dominant countries. The course will examine how the marginalization of this population manifests itself in contemporary society, particularly in education.

ENG 6150 Introduction to Educational Inquiry (3)
Offered: Every semester and every summer
This course introduces students to educational inquiry and research methodologies at the graduate level. The course is intended to increase the students' ability to read critically, to synthesize the products of educational inquiry, to conceptualize research issues, and to conduct a clear, disciplined inquiry into a topic. M.A. candidates should take this course within the first nine hours of graduate study.

ENG 6310 Descriptive Linguistics (3)
Co-requisite: ENG 5310
Offered: Every summer
This course provides a survey of contemporary models used in linguistic analysis on all levels, practical applications of these models to a wide diversity of natural languages, and evaluation of the models with respect to their universal and cross-cultural application.

ENG 6330 Language Acquisition (3)
Offered: Periodically based on student need
This course investigates how the human brain develops in relation to first and second language acquisition. Theory is introduced as a foundation for understanding how these two distinct processes diverge and collide in the lives of English learners. Issues such as age, motivation, acculturation, and cross linguistic influences interact to support or impede L1 and L2 acquisition. Special emphasis is placed on the interplay between linguistic development and cultural identity.

ENG 6500 The Pedagogy of Teaching English to Speakers of Other Languages (3)
Offered: Every fall semester

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.

ENG 6501 Field Component for Pedagogy of Teaching English to Speakers of Other Languages (1)
Concurrent requisite: ENG 6500
Offered: Every fall semester
This field experience allows for practical implementation of the knowledge, skills, and dispositions addressed in ENG 6500. Required for candidates for licensure in TESOL.

ENG 6510 Practicum in the Pedagogy of Teaching English to Speakers of Other Languages (3)
Offered: Every spring semester
The practicum provides the opportunity for students to apply theoretical, philosophical, and research-based study in the field of TESOL and to demonstrate through a series of assignments the skills, strategies, and best practices related to language, culture, pedagogy, curriculum, and assessment. It also provides students a further opportunity to reflect upon their work as professionals and continue their cycle of learning.

ENG 6520 Advanced Practicum in Teaching in Global Contexts (3)
Co-requisite: ENG 6510
Offered: Periodically based on student need
The advanced practicum is specifically designed to offer students an opportunity to teach abroad while advancing their knowledge of theories of second language acquisition and models of English as a foreign language in practice. In addition, students will have exposure to issues related to English as an international language. The course would emphasize practical experience in the EFL field.

ENG 6530 Online Pedagogy and Course Development (3)
Offered: Periodically based on student need
This course is designed to allow students an opportunity to explore and contribute to the ever-growing field of teaching and tutoring culturally and linguistically diverse students utilizing online platforms. The course reaches beyond the use of technology in the classroom and asks students to articulate the pedagogical underpinnings of successful online teaching. Students will use this research as the basis for creating lesson plans, including appropriate assessments and delivery instruction in the online environment.

ENG 6540 Technology-Assisted Language Learning (3)
Offered: Periodically based on student need
Technology is an integral part of teaching and learning in 21st century classrooms. However, too often, teachers rely on the use of technology as a means to occupy student time while instruction is delivered to students with varied educational and cultural backgrounds. This course encourages teachers to examine technological applications to unify instruction and to make classroom activities and content accessible to all students, regardless of their language proficiency levels and/or academic backgrounds. Equal attention will be given to using technology to facilitate teaching and to support active learning.

ENG 6900 Teacher as Researcher and Practitioner: Final Project (3)
Prerequisites: ENG 6510, ENG 6500 and successful completion of 21 hours of course work
Offered: Every semester and every summer
This course will offer students opportunity to design and develop a product (e.g., teaching aids such as curriculum design and materials; interactive website; in-service training workshop; professional conference presentation, etc.) which will help facilitate and promote English language teaching and learning for speakers of other languages worldwide. The product is founded on the theories and principles of second language acquisition, sociolinguistics, knowledge of English language, as well as best classroom practices. Furthermore, students will continue to deepen their understanding of educational inquiry and research methodologies, strengthen their ability to read critically, to synthesize and conceptualize research issues, and conduct a clear disciplined inquiry into a topic. Students will exit the course having completed their final culminating professional project. This is a Pass/Fail course.

RELIGION, ETHICS AND PHILOSOPHY (REP)

School of Humanities

REP 5000 The Torah Story (3)
Offered: Periodically based on student need

This course investigates the over-arching narrative content of the first five books of the Old Testament known as the Torah and as Pentateuch (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy). It also provides an overview of the main strategies for interpreting these books and the varied commitments behind each approach. The approach to the five books is both canonical and historical, it covers the theology(s) of the texts as well as their most prominent interpretive settings in Israel's history. Attention will be given to cultural backgrounds, critical problems, and literary genres as they aid interpretation of specific texts. The primary goal is to prepare students to appreciate, interpret, and teach from these books in ministries of the Church.

REP 5010 The Prophets: Act Justly and Love Mercy (3)
Offered: Periodically based on student need
An investigation into Israel's prophetic literature. While students will be introduced to highlights of recent scholarship on these books, the primary emphasis will be on the persuasive nature of Hebrew prophecy and the content & theology of the prophetic books. Attention is given to the application of these biblical texts to current issues in society and your personal life with a focus on justice and mercy.

REP 5020 Jesus and the Gospels in Historical and Social Context(s) (3)
Offered: Periodically based on student need
This course introduces the student to a critical study of the four New Testament Gospels, including major interpretive approaches in current Gospel research; the distinctive literary and theological characteristics of the Gospel portraits; the historical and social setting of the Gospel writers; critical issues involved in "history of Jesus" research; and the relationship between faith and history and the relevance of Jesus for today.

REP 5030 The Apostle Paul: Life, Teaching, and Theology (3)
Offered: Periodically based on student need
An examination of the Pauline letters, with special attention to their social context within the Mediterranean world of the first century. The class focuses on a study of current socio-historical and sociological methodologies and an exploration of how these have been used to illuminate Paul's handling of various matters within the early churches, including social status, ethnic and gender relations, slavery, and religious ritual.

REP 5100 Christian Theology (3)
Offered: Periodically based on student need
This course will focus on the central themes of Christian theology: the nature of God, sin and Grace, christology, sacraments, church doctrine and community,, and eschatology. Students will explore prominent Christian theologians and schools of thought, in this regard, and they will participate in the effort to make sense of the different constituent parts of Christian doctrine as a whole.

REP 5200 Global History of Christianity (3)
Offered: Periodically based on student need
A survey of the history of Christianity with attention given to salient antecedents, figures and traditions (popular and minority sides), key developments in society and economics, descriptions of native cultures as more than objects of missions, and depictions of everyday life in various Christian communities. This course of study includes consideration of theological, ethical, cultural/social, and intellectual historiographies.

REP 5210 Turning Points: Critical Moments in the History of Christianity (3)
Offered: Periodically based on student need
This course examines decisive moments in the history of Christianity that demonstrate the humanity, complexity, and uncertainties that constitute the actual history of the church throughout the centuries. This course examines certain events, actions and incidents that play a shaping role in church history.

REP 5250 Special Topics in Church History (3)
Offered: Periodically based on student need
This shell is designed to hold a wide range of introductory courses in church history. Potential topics may include an examination of the development of Christian doctrine, a focus on credal statements in their historical context, or attempts to grasp the cultural challenges that prompt some of the most important Christian theological responses through the ages. May be repeated for credit.

REP 5500 The Sociology of Religion (3)
Offered: Periodically based upon student need
Religion is one of the most powerful sources of ideological cohesion, meaning generation, social disruption, and cultural change in human societies. Sociology provides a perspective and a set of analytical tools and theories for describing, understanding, and explaining the nature and influence of religion in multipole

contexts across historical periods. This course examines religion within social contexts to understand the intricate relations of religion and culture, and will address (1) religion as a social institution, (2) the impacts of religion on communities, (3) religious identities, values, and practices, and (4) the role of religion in social control, social conflict, and social change. This course explores religious language, symbols, communities, and practices as social phenomena and the social processes at work in communal identity and ethnic conflict.

REP 5600 Christian Ethics (3)
Offered: Periodically based on student need
This course explores the moral features of the Christian faith (i.e., moral commitment, character, virtue and praxis), demonstrating the ways in which Christian worship gives shape to the moral life of Christians. This course examines how moral questions have been resolved by the main thinkers in the Christian tradition.

REP 5610 Culture & Context (3)
Offered: Periodically based on student need
This course will examine various figures, traditions, movements, and significant topics within the history of theological discourse of culture. Attention will be given to observing environment, language, media, popular culture, identities, traditions, economics, values, and religious views of particular groups, with a view toward critical engagement with how Christians conceive of moral action and the theological task, theological diversity and enculturation, and own cultural identity.

REP 6000 Hermeneutics: Text and Cultural Context (3)
Offered: Periodically based on student need
A study of the principles of interpreting the Bible including historical, philosophical, linguistic, theological, and biblical issues related to the discipline. Special attention is given to specific biblical issues such as the interpretation of prophecy, the New Testament use of the Old Testament, contextualization and the contemporary application of Scripture.

REP 6010 The Catholic Epistles and Revelation (3)
Offered: Periodically based on student need
The Catholic Epistles offer an important non-Pauline perspective on the first generations of the church. Study of James, 1-3 John, 1-2 Peter and Jude will uncover not only their particular theological contributions. To account for the individual and collective witness, the Catholic Epistles will be situated in the contexts of various wisdom and apocalyptic literature and analysis will also focus on the challenges of early Jewish and Christian life in the diaspora. The concerns of the communities such as identity, unity, and behavior that the Epistles investigate may also be found to constitute relevant pressing issues for today's faith communities.

REP 6050 Special Topics in Biblical Studies (3)
Offered: Periodically based on student need
This shell is designed to hold a wide range of possible courses in biblical studies. Topics might include: wisdom literature; biblical apocalyptic traditions; an examination of biblical perspectives on faith, wealth and poverty; or other thematic approaches to the Scriptures. May be repeated for credit.

REP 6100 Contemporary Theology (3)
Offered: Periodically based on student need
This course will survey modern theological trajectories related to biblical, theological, pastoral, and socio-ethical themes about suffering, liberation, and hope through the lenses of liberation theology, feminist theology, theological–social ethics, atonement theory from South American, Latin American, and black theologies, and theology of disability. A study and critical assessment of selected schools of modern theological thought, such as neo-orthodoxy, process theology, feminist theology, liberation theology, and theology of hope, with reference to relevant theological trends and movements in the modern and postmodern eras.

REP 6150 Special Topics in Theology (3)
Offered: Periodically based on student need
This shell is designed to hold a wide range of possible classes in theology. Potential topics could include courses focused on missional theology, political theology or philosophical theology. The class also might center on a narrower topic, such as an influential theologian, like Karl Barth, or a particular theological theme or school of thought, like the atonement or African-American liberation theology. May be repeated for credit.

REP 6610 Virtue Ethics (3)
Offered: Periodically based on student need
This course examines historical and conceptual foundations related to the idea of virtue, analyzes reasons for its absence in public and personal life, and reflects on various proposals for its recovery. This course provides

opportunity for students to engage in theological conversations with ancient and modern ethics of virtue, vice, morality and social policy, morality and self-interest to establish meaningful understandings of the meaning of life.

REP 6630 Race, Gender, and the Christian Imagination (3)
Offered: Periodically based on student need
This course examines theological and moral philosophical narratives of divine and human powers and, in particular, how these narratives underwrite, influence, and inform Christian spiritual practices and doctrines related to race and gender. This course will examine issues of slavery, geography, ethnic and gender relations, literacy/translation, citizenship, and body capital.

REP 6650 Special Topics in Ethics (3)
Offered: Periodically based on student need
This shell is designed to hold a wide range of courses in ethics. Topics may include an examination of the relationship between religion, law and morality, a focus on the great traditions in Christian ethics, a study of the relationship between Grace and moral obligation, or an exploration of Christian responses to violence and war. The class might also narrow its focus, centering on a particular Christian ethicist, like Stanley Hauerwas, or specific moral issues, such as questions surrounding the end of life or capital punishment. May be repeated for credit.

REP 6900 Bibliographical Research and Thesis Project (3)
Offered: Periodically based on student need, to be taken in the final semester by students in the thesis degree program
This course functions as an opportunity for students to engage in directed research and writing for the preparation of their thesis, under the supervision of a thesis advisor. Offered as an independent study.

SPECIAL EDUCATION (SPE)

School of Social Sciences and Education

SPE 5280 Exceptionality, Diversity and Difference (3)
Offered: Every fall semester and every summer
This course is a study of the exceptionality, diversity and difference that exists in the P-12 classrooms. Strategies for developing appropriate learning environments, intervention strategies and teaching styles as related to difference will be explored. Socio-economic status, gender, and ethnicity will be explored as they relate to effective teaching. Learning styles and differences will be examined and instructional modifications and alternative delivery systems will be studied. This course will also address professional networking and collaboration in order to enhance the learning experiences of all students.

SPE 6320 Classroom Assessment, Teaching and Learning Strategies in Special Education (3)
Offered: Spring semesters, 2024 and 2026
This course is designed to develop effective assessment skill in teacher for gathering relevant education information needed to make appropriate and ethical instructional decisions and to provide on-going monitoring of successful learning in the classroom. Terminology, concepts, legal aspects, ethical implications, role of the family and community, and types of decisions made in the context of assessment are among topics covered in the course. Candidates will use a variety of assessment techniques, including formal and informal instruments to collect, analyze and apply data to be used in developing learning strategies, selecting instructional material and creating a productive learning environment.

SPE 6330 Evidence-Based Practices in Special Education (3)
Offered: Fall semesters, 2023 and 2025
This course addresses evidence-based practices for teaching students with disabilities. Candidates will gain knowledge of effective strategies for improving outcomes in targeted groups of diverse learners. The course will include and in-depth study of mild to moderate disabilities and their instructional needs. Additionally the course will include an understanding of evidence-based practices and how to choose the appropriate strategy for the individual needs of a learner.

SPE 6340 Research-based Literacy Methods (3)
Offered: Every summer
This course will focus on research-based literacy methods for teaching students with high-incidence disabilities. Candidates will learn about effective teaching strategies and materials surrounding the *big ideas* of reading and written expression. Candidates will learn how to assess learner strengths and needs for instructional planning as well as use progress monitoring to track learner performance. Additionally

candidates will be immersed in the research reporting current issues in literacy.

SPE 6400 Strategies for Teaching Students with Autism Spectrum Disorders (3)
Offered: Every spring semester
This course will explore appropriate interventions for students with autism spectrum disorder. Research findings of the National Autism Standards Project will be considered, as well as ABA, Structured Teaching Modeling, Pivotal Response Treatment, and the SCERTS Model. Professional judgment, data-based decision making and the importance of including family preferences and values into the educational process will be emphasized.

SPE 6420 Assistive Technology to Support Literacy and Communication (3)
Offered: Every fall semester
This course will explore the use of assistive technology to support literacy and communication in students with significant disabilities. Topics discussed will include various levels of assistive technology, availability of funding, importance of training in use and maintenance of devices, technology tools that enhance literacy instruction and integrating augmentative communication in the classroom, home and community.

SPE 6440 Supporting Students with Serious Medical Issues and Their Families (3)
Offered: Fall semesters, 2022 and 2024
This course will explore the medical and health concerns of individuals with significant developmental disabilities. Emphasis will be placed on the knowledge, skills and health maintenance practices required in the school setting, but issues of care across the lifespan will also be addressed. Related services (OT, PT, Speech, and Counseling), OSHA guidelines, and service deliveries will be discussed. Appropriate layout of a physical environment for students with medical and health needs will be discussed. The importance of including family preferences and values will be discussed. Candidates will complete CPR certification.

SPE 6900 Teacher as Researcher and Practitioner: Research Implementation for Special Education (3)
Prerequisite: EDU 6110 and admission to the Teacher Education Program
Offered: Periodically based on student need
This course is designed to provide information and guidance to candidates as they design and implement a project-based product in P-12 schools. Students will be given the opportunity to design and develop a product (e.g., teaching aids such as curriculum design and materials; interactive website; in-service training workshop; professional conference presentation, etc.) that will support the best practices in special education. Furthermore, students will continue to deepen their understanding of educational inquiry and research methodologies, strengthen their ability to read critically, to synthesize and conceptualize research issues, and conduct a clear disciplined inquiry into a topic. Students will exit the course having completed their final culminating professional project.

PERSONNEL*

Full Time Faculty

Victor E. Archibong (1987),** *Professor of Political Science*, B.L., Nigerian Law School; J.D., University of Puget Sound; B.S., M.Phil., M.A., Ph.D., University of Kansas

John W. Barbrey (2016), *Associate Professor of Criminal Justice*, B.A., Clemson University; M.P.A., Clemson University/University of South Carolina; Ph.D., University of Tennessee, Knoxville

Rebecca F. Blomgren (1988), *Jefferson-Pilot Professor of Education; Director of the Teacher Education Program,* A.B., M.Ed., Indiana University; Ed.D., University of North Carolina at Greensboro

Jessica R. Bostic (2022), *Assistant Professor of Biology*, B.A., University of North Carolina at Charlotte; M.S., University of Nebraska at Kearney

Robert W. Brewer (2005), *Assistant Professor of Religion, Campus Chaplain,* B.S., Appalachian State University; M.Div., Candler School of Theology, Emory University; Th.D., University of Toronto

Jonathan P. Brotherton (1998), *Professor of Music*, B.A., George Fox College; M.M., D.M.A., University of Cincinnati

Kathryn S. Carpentier (2021), *Visiting Assistant Professor of Biology;* B.S., Carroll College; Ph.D., University of Washington

Anna G. Carter (2013), *Assistant Professor of Exercise Science,* B.A., M.A., University of North Carolina at Chapel Hill

Heather E. Chacón (2015), *Assistant Professor of English, Director of the First-Year Composition Program,* B.A., M.A., Ball State University; Ph.D., University of Kentucky

Neill M. Clegg, Jr. (1989), *Associate Professor of Music*, B.M., M.M., University of North Carolina at Greensboro

Colleen F. Colby (2011), *Assistant Professor of English and Communication Studies,* 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

* Personnel listed in this section are accurate at the time of publication.

** Year of initial appointment

Sandra L. Cooke (2020) Assistant 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; Dean of the School of Sciences and Mathematics* B.S., Heriot Watt University (Scotland); M.S., Ph.D., Old Dominion University

Nicholás Eilbaum (2017), *Associate Professor of Sociology and Criminal Justice,* B.A., University of Buenos Aires; M.A., Ph.D., Cornell University

David E. Fox (1990), *Professor of Music,* B.M., M.M., University of North Carolina at Greensboro; Ed.D., Columbia University

Catherine M. Gold (2019), *Instructor of Health Sciences,* B.S., Towson University; M.S., University of North Carolina at Chapel Hill

Josephine M. Hall (2011), *Professor of Theatre; Dean of the School of Fine Arts,* B.A., University of Birmingham; M.F.A., Louisiana State University

Laura Handler (2022), *Assistant Professor of Education,* B.A., University of North Carolina at Chapel Hill; M.Ed., Ph.D., University of North Carolina at Charlotte

L. 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

L. Wayne Johns (2007), *Professor of English,* B.A., St. Andrew's Presbyterian College; M.F.A., Georgia State University; Ph.D., Florida State University

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), *Moore Professor of English,* B.A., Wellesley College; M.A., Ph.D., University of California at Irvine

Elena T. King (2014), *Associate 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; Dean of the School of Business,* B.A., Huntingdon College; M.B.A., Florida Atlantic University; Ph.D., North Carolina Agricultural and Technical State University

Henry S. Kuo (2020), *Assistant Professor of Religion, Ethics and Philosophy,* B.Sc., Wheaton College; M.A., University of Illinois; M.Div., Princeton Theological

Seminary; Ph.D., University of California at Berkeley

James v Langer (1995), *Professor of Art,* B.F.A., Boston University; M.F.A., University of North Carolina at Greensboro

Elizabeth Lewis (2022), *Assistant Professor of Mathematics,* B.A., Maryville College; M.S., Ph.D., University of Tennessee

G. Jean Lojko (1981), *Jefferson-Pilot Professor of Physical Education,* B.S., University of North Carolina at Greensboro; M.A., Appalachian State University

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

Jane G. McKinney (1988), *Professor of Music,* B.M., M.M., Ed.D., University of North Carolina at Greensboro

William Perry Morgan-Hall (2011), *Professor of Theatre,* B.F.A., M.S., Long Island University; M.F.A., Naropa University

Jason A. Myers (2015), *Associate Professor of Religion, Ethics and Philosophy,* B.A., Cedarville University; M.Div., Grand Rapids Theological Seminary; Ph.D., Asbury Theological Seminary

Allison L. Palmadessa (2014), *Professor of History*, B.A., Greensboro College; M.A., Ph.D., University of North Carolina at Greensboro

Dorisa Parker (2021), *Visiting Instructor of Psychology,* B.A., M.S., North Carolina Agricultural and Technical State University

E. Adam Pennell (1998), *Professor of Mathematics,* B.S., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University

Jonathan L. Pickeral (2015), *Instructor of Kinesiology*, B.S., Greensboro College; M.S.Ed., Canisius College

Michelle Plaisance (2014), *Professor of English and Teaching English to Speakers of Other Languages; Dean of the School of Humanities, B.A.*, University of North Carolina at Wilmington; M.A.T., Ph.D., University of North Carolina at Charlotte

John A. Saari (1990), *Professor of Theatre,* B.A., Lake Superior University; M.F.A., Virginia Polytechnic Institute and State University

Sean A. Saari (2016), *Assistant Professor of Theatre,* B.A., Greensboro College; M.F.A., University of Georgia

Katie Schwind (2022), *Assistant Professor of Communication and Media*, B.S., University of Cincinnati; M.A., University of Denver

Jessica G. Sharpe (2007), *Professor of Biology*; *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

Brittany M. Søndberg (2015), *Associate Professor of Art*, B.F.A., East Carolina University; M.F.A., University of North Carolina at Greensboro

Jason M. Stroud (2020), *Assistant Professor of History*, B.A., The Citadel; M.A., North Carolina State University; Ph.D., University of North Carolina at Greensboro

Natasha W. Veale (2014), *Professor of Special Education; Dean of the School of Social Sciences and Education* B.S., University of North Carolina at Greensboro; B.S., North Carolina Agricultural and Technical State University; M.Ed., University of North Carolina at Greensboro; Ph.D., Capella University

Teresa M. Walker (2013), *Fred L. Proctor, Sr. Associate Professor of Accounting*, B.S., North Carolina State University; M.S., University of North Carolina at Greensboro; Certified Public Accountant, State of North Carolina

Anna White (2022), *Director of the Library*, B.S., M.L.S., East Carolina University

Adjunct Faculty

Ashley M. Allen (2019), *Adjunct Instructor of Education*, B.S., M.Ed., Ph.D., University of North Carolina at Greensboro

Lisa B. Alley (1995), *Adjunct Instructor of Greensboro College Seminar, Director of Academic Support*, B.S., Greensboro College

Lisa M. Amani (2009), *Adjunct Instructor of Kinesiology*, B.A., The American University

Polly Compos Anton (2019), *Adjunct Instructor of Career and Life Directions; Administrative Assistant to the George Center for Honors Studies (part-time)*, B.A., M.A., University of North Carolina at Chapel Hill

Caryn J. Atwater (2015), *Adjunct Instructor of Career and Life Directions, Director of Career and Personal Development*, B.S., Long Island University/C.W. Post; M.A., Tufts University

Jenna R. Avent (2013), *Adjunct Instructor of Greensboro College Seminar, Director of First Year Experience and Greensboro College Seminar***,** B.A., M.Ed., University of North Carolina at Greensboro

Tatia D. Beal (2004), *Adjunct Instructor of Spanish,* B.A., M.A., Central Michigan University

Georgieann Bogdan (2016), *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

Martha M. Bunch (1986), *Adjunct Instructor of Greensboro College Seminar; Associate Vice President for Academic Administration,* B.A., Duke University; M.Ed., University of North Carolina at Greensboro

Rebecca B. Caison (2015), *Adjunct Instructor of Education,* B.S., North Carolina State University; M.Ed., University of North Carolina at Chapel Hill

Eleni F. Caldwell (2019), *Adjunct Instructor of Education,* B.A., M.Ed., High Point University

Daniel S. Cameron (2013), *Adjunct Instructor of English,* B.A., M.A.T., University of North Carolina at Chapel Hill

Theresa J. Campbell (2008), *Adjunct Instructor of History,* B.A., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

Jacqueline S. Canter (1997), *Adjunct Instructor of Voice,* B.M., M.M., East Carolina University

Diane H. Carlin (2021), *Adjunct Instructor Business Administration,* B.S. Florida Atlantic University; M.S., Purdue University; M.B.A., University of North Carolina at Greensboro

Merilee D. Chesney (2014), *Adjunct Instructor of Education*, B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill

Jason S. Cooke (2017), *Adjunct Instructor of English,* B.A., East Carolina University; M.A., Old Dominion University

Troy E. Corsner (2020), *Adjunct Instructor of Criminal Justice,* B.S., M.S., State University of New York at Oswego

Micah D. Daw (2020), *Adjunct Instructor of Art,* B.F.A., University of Florida; M.F.A., The Ohio State University

Jeanine P. Dawson (2015), *Adjunct Instructor of Accounting,* B.S., University of Maryland; M.A., Regent University; M.Ed., Dallas Baptist University

Amanda R. Diorio (2015), *Adjunct Instructor of Dance,* B.F.A., Temple University; M.F.A., University of North Carolina at Greensboro

Abby M. Dobs (2016), *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 (2015), *Adjunct Instructor of Mathematics,* B.A., Southeastern University; M.A., Wake Forest University

Carmen M. Eby (2018), *Adjunct Instructor of Clarinet,* B.A., Luther College; M.M., The Ohio State University

Deborah A. Egekvist (2020), *Adjunct Instructor of Flute,* B.M., Lawrence University; M.M., Eastman School of Music; D.M., Florida State University

Degania Fortson (2020), *Adjunct Instructor of Teaching English to Speakers of Other Languages,* B.A., University of Georgia; M.A., University of Phoenix; M.A., Greensboro College

Timothy D. Gilbert (2018), *Adjunct Instructor of Religion,* B.A., Oklahoma Baptist University; M.Div., Ph.D., Southwestern Baptist Theological Seminary

Tica L. Green (2013), *Adjunct Instructor of Religion, Greensboro College Seminar, and Career and Life Directions; Director of Academic Success,* B.S., Greensboro College: M.Div., Duke University

Clarisse G. Grubby (2017), *Adjunct Instructor of Business Administration,* B.S., Western Michigan University; M.B.A., University of North Carolina at Greensboro

Lisa M. Gunther (1998), *Adjunct Professor of Psychology,* B.A., M.A., Ph.D., State University of New York at Binghamton

Abby F. Holland (2021), *Adjunct Instructor of Education,* B.A., Mount St. Mary's University; M.A., American University; Ph.D., University of North Carolina at Charlotte

Derek J. Holmgren (2020), *Adjunct Instructor of History,* B.A., University of Denver; M.A., Ph.D., University of North Carolina at Chapel Hill

Addie T. Jackson (2022), *Adjunct Instructor of English,* B.A., University of North Carolina at Chapel Hill; M.A., North Carolina Agricultural and Technical State University

Richard L. Jenkins (2005), *Adjunct Instructor of Mathematics,* B.S., Appalachian State University; M.A., University of North Carolina at Greensboro

Karl J. Kassner (2004), *Adjunct Instructor of Trumpet,* B.M., North Carolina School of the Arts

Anna G. Lampidis (2015), *Adjunct Instructor of Oboe,* B.M., University of Miami (Florida); M.M., Yale University; D.M.A., University of North Carolina at Greensboro

Marjorie B. Larkin (1991), *Adjunct Assistant Professor of Biology and Science Education Emerita,* B.S., University of Georgia; M.A.T., Georgia Southern University

Peter G. Larson (2012), *Adjunct Instructor of English,* A.B., University of California at Berkeley; M.A., Stanford University

Yvonne A. Leab (2021), *Adjunct Instructor of Education,* B.A., Salem College; M.A., Gardner-Webb University

Paul L. Leslie (1989), *Adjunct Professor of Sociology and Chief Academic Officer Emeritus,* B.A., Clark University; M.A., Ph.D., Boston University

Christina M. Lipstreau (2013), *Adjunct Instructor of Education*, B.A., M.Ed., Greensboro College

Vivian A. Lutian (2015), *Adjunct Instructor of English,* B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro

William K. MacReynolds (2014), *Adjunct Associate Professor of Economics,* B.S., University of California at Berkeley; Ph.D., University of Southern California

Duaa K. Makhoul (2020), *Adjunct Instructor of Teaching English to Speakers of Other Languages,* B.A., University of Jordan (Jordan); M.A., University of North Carolina at Charlotte

Jeanne M. Malcolm (2019), *Adjunct Instructor of Teaching English to Speakers of Other Languages,* B.A., Indiana University of Pennsylvania; M.Ed., University of Massachusetts; M.S., Long Island University; Ph.D., University of North Carolina at Charlotte

Amanda S. Martin (2014), *Adjunct Instructor of Kinesiology,* B.S., University of North Carolina at Greensboro; M.S., North Carolina Agricultural and Technical State University

Richard A. Mayes (1985), *Adjunct Jefferson-Pilot Professor of Biology Emeritus,* B.S., M.S., University of Illinois; Ph.D., University of Texas

Gregory L. Milsom (2017), *Adjunct Instructor of Business Administration,* B.S., University of Maryland; M.B.A., American University; Ph.D., Walden University

L. Andrew Mock (2015), *Adjunct Instructor of Music*, B.M., M.M., University of North Carolina at Greensboro

Meredith B. Moore (2019), *Adjunct Instructor of English*, B.S., M.A., University of North Carolina at Greensboro; M.S., East Carolina University; Ed.D., New Jersey City University

Timothy S. Moore (2019), *Adjunct Instructor of Religion*, B.S., Greensboro College; M.Div., Duke University; M.L., University of Saint Andrews (Scotland); D.M., Hood Theological Seminary

Robert A. Myers (2021), *Adjunct Instructor of Dance,* B.A., University of South Florida; M.A., Westminster College

Nanelle A. Napp (2021), *Adjunct Instructor of Business Administration,* B.A., Hamilton College; M.B.A., Pace University

Kathleen M. O'Kelly (2019), *Adjunct Instructor of Theatre,* B.A., Wofford College; M.F.A., California Institute of the Arts

Shana L. Plasters (2015), *Adjunct Instructor of Greensboro College Seminar. Career and Life Directions,* B.A., Pittsburgh State University; M.S., University of Central Missouri

Melissa M. Rathbone (2021), *Adjunct Instructor of Education,* B.A., M.A., University of North Carolina at Charlotte

Juanita S. Ray (2019), *Adjunct Instructor of English*, B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Greensboro

Alicia Reid (2019), *Adjunct Instructor of Teaching English to Speakers of Other Languages,* B.A., Belmont Abbey College; M.Ed., University of North Carolina at Charlotte

Anthony J. Schraeder (2020), *Adjunct Instructor of English*, B.S., Greensboro College; M.F.A., University of North Carolina at Greensboro

Timothy W. Sims (2016), *Adjunct Instructor of English and Teaching English to Speakers of Other Languages,* B.A., LeMoyne College; M.S.A.., Appalachian State University; Ph.D., University of North Carolina at Charlotte

Jared T. Slack (2015), *Adjunct Instructor of Art Education,* A.A., Snow College; B.F.A., Utah State University; M.F.A., Miami University

Daniese H. Smith (2015), *Adjunct Instructor of Education*, A.B., Greensboro College; M.Ed., University of North Carolina at Greensboro

Olivia Stenstad (2022), *Adjunct Instructor of Greensboro College Seminar, Esports Manager,* B.A., M.A., University of Minnesota

Taffey A. Stout (2017), *Adjunct Instructor of Business Administration,* B.B.A., M.B.A., University of Georgia

Suzanne M. Suddarth (2017), *Adjunct Instructor of Career and Life Directions; Director of Innovation and Workforce Development,* B.A., Guilford College; M.A., University of North Carolina at Greensboro

Kim G. Summers (2010), *Adjunct Instructor of Percussion,* B.M.E., East Carolina University; M.M., The American Band College-Southern Oregon

Sarah L. Taylor (2017), *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 (2017), *Adjunct Instructor of Music*, B.M.Ed., Murray State University; M.M., University of Illinois

Gerald R. Thomas (2007), *Adjunct Instructor of Criminal Justice,* B.A., Greensboro College; M.A., University of North Carolina at Greensboro

Josephus Thompson III (2021), *Adjunct Instructor of Theatre,* B.S., North Carolina Agricultural and Technical State University

Michael J. Tourek (2017), *Adjunct Instructor of Theatre,* B.A., M.F.A., University of North Carolina at Greensboro

Tony P. VanCura (2018), *Adjunct Instructor of Religion,* B.A., Ambridge University; M.Div., Luther Seminary

Stephen C. Ware (2003), *Adjunct Instructor of Tuba,* B.M., North Carolina School of the Arts

Aaron J. Weibe (2020), *Adjunct Instructor of Guitar,* B.A., Greensboro College; M.A., Johns Hopkins University

Paula M. Wilder (2014), *Adjunct Instructor of English,* A.A., Columbia International University; B.A., Guilford College; M.A., Greensboro College

David L. Wulfeck (2010), *Adjunct Instructor of Trombone,* B.M., University of North Carolina at Greensboro; M.M., University of Northern Colorado

Susan E. Young (1994), *Adjunct Instructor of Piano and Staff Accompanist,* B.M. in Music Education, Appalachian State University; M.M., University of North Carolina at Greensboro

Faculty Emeriti

Harold G. Andrews, Jr. (1957-1994),*** *Professor of Music Emeritus,* B.M., M.M., Oberlin Conservatory of Music; D.M.A., Boston University

Calhoun Bond, Jr. (1994), *Professor of Biology Emeritus,* B.A., Amherst College; Ph.D., University of North Carolina at Chapel Hill

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

J. Glenn Grayson (1966-1996), *Jefferson-Pilot Professor of History Emeritus,* A.B., M.A., Ph.D., University of North Carolina at Chapel Hill

John M. Hemphill, Jr. (1993-2013), *Professor of Education Emeritus,* B.A., University of North Carolina at Greensboro; M.Ed., Clemson University; Ph.D., Florida State University

*** Years of service at Greensboro College

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

Richard A. Mayes (1985), *Jefferson-Pilot Professor of Biology Emeritus,* B.S., M.S., University of Illinois; Ph.D., University of Texas

Isabelle R. Powell (1972-1991), *Associate Professor of Sociology Emerita,* B.S., Mansfield University; Temple University; Penn State University; Ph.D., University of North Carolina at Greensboro

Marcia J. Reinholtz (1987-2012), *Jefferson-Pilot Professor of Special Education Emerita,* B.S., Keuka College; M.Ed., Arizona State University; Ed.D., Northern Arizona University

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

President of the College

Lawrence D. Czarda (2010), *President of the College; Professor of Public Administration,* B.A., Bridgewater College; M.P.A., The American University; Ph.D., George Mason University

Emily M. Scott (2011), *Chief of Staff and Vice President for Compliance,* B.A., University of North Carolina at Chapel Hill; M.P.A., North Carolina State University

Lindsay Althaus (2022), *Executive Assistant to the President,* B.S., East Tennessee State University; M.S., Liberty University

Susan J. Barringer (2010) *Clerk to the Board of Trustees (part-ime),* B.S., Eastern Kentucky University

Academic Affairs

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

Martha M. Bunch (1986), *Associate Vice President for Academic Administration,* B.A., Duke University; M.Ed., University of North Carolina at Greensboro

Jessica G. Sharpe (2007), *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

Kayla Beagle (2022), *Executive Administrative Assistant to the Vice President for Academic Affairs and Provost and the Dean of the Faculty,* B.S., Bluefield College

Cathy L. Jansen (2014), *Administrative Assistant to the Faculty*

Academic Support

Lisa B. Alley (1995), *Director of Academic Support,* B.S., Greensboro College

Tica L. Green (2013), *Director of Academic Success,* B.S., Greensboro College; M.Div., Duke University

Georgieann Bogdan (2016), *Director of Academic Accessibility,* B.A., University of North Carolina at Greensboro; M.A., Wake Forest University

Assessment Activities

Dana L. Dalton (2020), *Director of Assessment Activities*, B.A., University of Virginia; B.S.P.H., M.P.H., University of North Carolina at Chapel Hill; Ph.D., Georgia State University

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

Innovation and Workforce Development

Suzanne M. Suddarth (2017), *Director of Innovation and Workforce Development,* B.A., Guilford College; M.A., University of North Carolina at Greensboro

Joseph Campos (2022), *Assistant Vice President of Corporate Outreach (part-time),* B.A., M.B.A., Johnson and Wales University

Diversity, Equity, and Inclusion

Juliet J. Lowery (2022), *Director of Diversity, Equity, and Inclusion,* B.A., Bradley University; M.A., University of Tulsa

Fine Arts Program

Benjy L. Springs (2001), *Director of Bands,* B.A., University of North Carolina at Greensboro

George Center for Honors Studies

Polly Compos Anton (2019), *Administrative Assistant to the George Center for Honors Studies (part-time),* B.A., M.A., University of North Carolina at Chapel Hill

Greensboro College Seminar

Jenna R. Avent (2013), *Director of First Year Experience and Greensboro College Seminar,* B.A., M.Ed., University of North Carolina at Greensboro

Institutional Research

J**eff Ankrom** (2021), *Coordinator of Institutional Research (part-time),* B.A., Otterbein College; M.A., Ph,D., University of Notre Dame

Library Services

Anna White (2022), *Director of the Library,* B.S., M.L.S., East Carolina University

George D. Cheatham (2012), *Reference Desk Assistant (part-time),* B.A., Washington College; J.D., University of Minnesota Law School

LaQuantis Neal (2022), *Library Specialist,* B.S., University of North Carolina at Greensboro

Reference and Instruction Librarian, vacant

Registrar

Travis S. Mickey (2013), *Registrar and Director of Institutional Research,* B.S., University of North Carolina at Greensboro

Brook M. Strickland (2022), *Registrar's Office Coordinator,* B.S., North Carolina State University

Administrative Assistant to the Registrar's Office (part-time), vacant

Student Development

Shana L. Plasters (2015), *Dean of Students,* B.A., Pittsburg State University (KS); M.S., University of Central Missouri

Jenna R. Avent (2013), *Director of First Year Experience and Greensboro College Seminar***,** B.A., M.Ed., University of North Carolina at Greensboro

John A. Felton (2021), *Director of Residence Life*, B.S., Methodist University

Mary Lyle Frye (2022), *Student Development Coordinator,* B.S., Greensboro College

Jonathan A. Hall (2014), *Director of Student Engagement,* B.S., Greensboro College

Michaela J. Kroll (2021)**,** *Residence Hall Director,* B.A., Methodist University

Residence Hall Director, vacant

James Sheridan (2018), *Reynolds Center Manager, Head Men's and Women's Swim Coach,* B.A., Marshall University; M.Ed., Clemson University

Tre D. Tolbert (2022), *Residence Hall Director*, B.S., University of North Carolina at Greensboro

Counseling Services

Bernette J. Jones (2020), *Director of Counseling Services,* B.S.W., North Carolina Agricultural and Technical State University; M.S.W., University of South Carolina

Gabrielle Norcross (2021), *Staff Counselor Intern,* B.A., Kent State University

Stella Daniel (2022), *Staff Counselor Intern,* B.A., Guilford College

Postal Services

Donald R. Outlaw (2011), *Mailroom Superintendent*

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

Student Health

Lauren T. Childrey (2011), *Director of Student Health Services,* B.S.N, R.N., N.C.S.N., University of North Carolina at Greensboro

Security

Calvin L. Gilmore (1982), *Director of Campus Safety and Security*

Michael Farmer (2020), *Security Officer*

Dean Gibson (1995), *Security Officer (part-time)*

James R. Griffin (2020), *Security Officer*

Grant Hoffman (2018), *Security Officer*

Jason E. Holt (2020), *Security Officer*

Tony Robinson (2011), *Security Officer (part-time)*

Jeffrey C. Springs (2018), *Security Officer (part-time)*

Lester Westbrook (1998), *Security Officer*

Security Officer, vacant

Security Officer (part-time),

Student Retention

Warché K. Downing (2022), *Senior Director of Student Retention and Engagement,* B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Greensboro

Onyinyechukwu Onwuka (2019), *Data Analyst, (part-time),* B.S., Enugu State University of Science and Technology (Nigeria); M.S., University of Ibadan (Nigeria); M.S., University of North Carolina at Greensboro

Teacher Education Program

Rebecca F. Blomgren (1988), *Director of the Teacher Education Program, Dean, School of Social Sciences and Education, Jefferson-Pilot Professor of Education,* A.B., M.Ed., Indiana University; Ed.D., University of North Carolina at Greensboro

Pamela J. Bennett (1991), *Assistant Director of the Teacher Education Program,* A.S., Southern West Virginia Community College; B.S., Greensboro College

Enrollment

Vice President for Enrollment, vacant

Admissions

F. Julianne Schatz (1990), *Dean of Admissions,* B.A., Greensboro College

Andrea M. Humble (1995), *Director of Admissions Data and Reporting,* B.S., Greensboro College

Krista D. Connelly (2019), *Assistant Director of Admissions and Events*, B.A., Greensboro College; M.S.W., New York University

LaTore W. Foster (2020), *Adult Admissions Counselor,* B.B.A., Greensboro College; M.S., North Carolina Agricultural and Technical State University

Kaity Johnson (2022), *Admissions Data Coordinator*

Casey J. Daniel (2021), *Admissions Counselor,* B.A., Greensboro College

Andrew M. Friedrichs (2021), *Admissions Counselor,* B.A., Greensboro College

Alyssa L. Henry (2022), *Admissions Counselor,* B.A., Greensboro College

Carissa D. Washington (2021), *Admissions Counselor,* B.A., Greensboro College

Institutional Advancement

Anne J. Hurd (2015), *Vice President for Institutional Advancement,* B.A., Greensboro College; M.A., University of North Carolina at Greensboro

Ellie P. Yearns (2016), *Assistant Vice President for Development,* B.A., M.A., Greensboro College

Thomas M. Saitta (2016), *Senior Director of Marketing and Communications,* B.F.A., University of North Carolina at Greensboro

Matthew Johnson (2021), *Marketing and Communications Coordinator,* B.A., M.A., University of North Carolina at Greensboro

Elena L. Henry (2002), *Director of Advancement Services,* B.A., Greensboro College

Elaine A. Kitchell (2012), *Director of Conferences and Events,* B.A., Greensboro College

Hannah J. Soots (2021), *Director of Alumni Giving*, B.A., Greensboro College

Moriah Posey (2021), *Advancement Services Coordinator,* B.A., University of North Carolina at Wilmington

Athletics

Kim A. Strable (2020), *Director of Athletics,* B.A., Albion College; M.A., Western Michigan University

Heather Macy (2020), *Assistant Director of Athletics; Head Women's Basketball Coach,* B.S., Greensboro College; M.S., University of Southern Mississippi

Ethan Williams (2021), *Assistant Director of Athletics for Sports Medicine,* B.S., M.S., University of North Carolina at Greensboro

Gary Moore (2022), *Director of Athletics Communications,* B.A., The Citadel; M.S., Liberty University

Jena G. Miller (2014), *Athletics Coordinator; Director of Compliance; Senior Woman Administrator,* B.S., Greensboro College

Nate Bates (2021), *Head Men's Lacrosse Coach,* B.S., Taylor University

Karen Buxton (2021), *Head Women's Triathlon Coach,* B.S., Johnson State College; M.Ed., Temple University

Chris Fenisey (2021), ***Head Baseball Coach,*** B.A., Saint Leo University

James (Jim) F. Cantamessa (2014), *Head Men's Basketball Coach; Head Men's Golf Coach,* B.S., Siena College

Tyler Card (2020), *Head Football Coach,* B.A., Southern Virginia University; M.S., Sul Ross State University; M.S., Weber State University

Justin Harty (2022) *Head Men's Wresting Coach; Head Women's Wresting Coach*, B.A., University of North Carolina at Chapel Hill

Michael Johnston (2021), *Head Women's Soccer Coach,* B.S., M.S., University of North Carolina at Greensboro

Meredith Mills (2021), *Head Softball Coach, Athletics Communications Assistant,* B.A., North Carolina Wesleyan University

Manbi Nyepon (2021), *Head Men's Soccer Coach,* B.A., Greensboro College

Jim Sheridan (2018), *Head Men's and Women's Swim Coach, Reynolds Center Manager,* B.A., Marshall University; M.Ed., Clemson University

Olivia Stenstad (2022), *Esports Manager,* B.A., M.A., University of Minnesota

Kevin Troup (2018), *Head Volleyball Coach,* A.A., Indian River Community College; B.A., Florida Atlantic University

Patrick Williams (2021), *Head Men's and Women's Tennis Coach*, B.S., Greensboro College

Mallory Zelawski (2021), *Head Women's Lacrosse Coach,* B.S., Indiana University of Pennsylvania; M.S., Northern Arizona University

Business and Finance

Chris D. Elmore (2010), *Vice President for Business and Finance,* B.A., M.S., Appalachian State University; Certified Public Accountant, State of North Carolina

Director of Finance and Controller, vacant

Deanna Wright (2022), *Accounts Payable Specialist,* B.S., Winston-Salem State University

Stephanie Stark (2022), *Director of Human Resources.* B.B.A., Eastern Michigan University; M.S., University of Louisville

Sharon VanWinckel (2022), P*ayroll Accounting Specialist*, B.B.A., Dowling College

Information Technology

Gregg Chottiner (2022), *Chief Information Officer (part-time)*, B.S., Capitol Technology University; M.S., University of Maryland

Greg Sykes (2021), *Network and Systems Administrator*, B.S., Averett University

Help Desk Technician, vacant

Pride Shop

Clifford Braly (1996), *Pride Shop Manager*, B.S., University of North Carolina at Asheville

Student Financial Services

Lindsay S. Latham (2011), *Senior Director of Student Financial Services,* B.S., Greensboro College

Ryan Mickey (2018), *Financial Aid Data Specialist*, B.S., University of North Carolina at Greensboro

Joan Springett-Coscia (2020), *Financial Aid Coordinator*

Marilyn S. Woods (2010), *Director of Student Accounts,* B.S., B.S., Greensboro College

Verlista G. McCloud (2006), *Collections and Student Accounts Officer (part-time),* A.A., Raleigh School of Business and Accounting

Student Accounts Specialist, vacant

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Brock Museum Representative	Shani Porter Lester ’92 (Greensboro, NC)
Awards Committee Chair	Lisa Bennett Alley ’93 (Browns Summit, NC)

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