



HIGH POINT UNIVERSITY

Undergraduate Bulletin

2019-2020



High Point University

One University Parkway
High Point, North Carolina 27268

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High Point University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of High Point University.

The Stout School of Education at High Point University is accredited by the Council for the Accreditation of Educator Preparation (CAEP), www.caepnet.org. This accreditation covers initial and advanced educator preparation programs at High Point University located in High Point, North Carolina.

The Master of Science in Athletic Training degree program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Upon completion of the program students are eligible to sit for the national Board of Certification (BOC) examination to become a certified athletic trainer.

High Point University's interior design program is accredited by the Council for Interior Design Accreditation (CIDA) and meets the education requirements for practicing designers applying to take the NCIDQ exam.

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the High Point University Physician Assistant Program sponsored by High Point University. Accreditation-Continued is an accreditation status granted when a currently-accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be June, 2029. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

High Point University Fred Wilson School of Pharmacy's Doctor of Pharmacy program has been granted Candidate status by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312-644-3575; FAX 312-664-4652, web site <http://www.acpe-accredit.org>.

Effective July 22, 2016, the High Point University Doctor of Physical Therapy degree program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

The University is a member of the following associations:

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

The University reserves the right to make changes in the requirements, procedures, courses, fees, and matters of policy announced in this publication without notice or obligation. The online version of this Bulletin is intended to serve as a "living document" and will reflect any changes to the information that have occurred since the original publication date of the printed document.

High Point University is an equal opportunity institution. Its policy is to recruit, retain, and promote the most outstanding students, faculty, and staff possible, regardless of an individual's race, color, national origin, sex, disability, religion, age, genetic information, veteran or military status, pregnancy status, marital or parental status, mental or physical ability status, gender identity or expression, or sexual orientation. This is done in accordance with the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

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

As an implementation of its goals and objectives, the University may invite to the campus speakers whose ideas and expressions differ from the philosophy of the University. While the University may not agree with the ideologies expressed, it is our belief that exposure to different points of view provides our students with opportunities to think critically and carefully about competing definitions of truth.



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Campus Concierge

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Family Engagement

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Graduate School

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Institutional Advancement

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Library

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Minister to the University

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Placement Testing

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Research and Planning

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Security/Parking/ Safety

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Sponsored Programs

(336) 841-9313

Student Accounts

(336) 841-9259

Student Financial Planning

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Student Health Services

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Undergraduate Admissions

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University Registrar

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University Switchboard

(336) 841- 9000

Letter from the President



Dear Student:

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

High Point University offers 59 majors in multiple disciplines. With a wide variety of internship opportunities, study abroad and study America venues, independent research options, and service learning projects, you are able to support classroom learning with real world experiences.

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

With warmest personal regards,

A handwritten signature in black ink that reads "Nido Qubein". The signature is written in a cursive, flowing style.

Nido R. Qubein
President





Vision Statement

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

Mission Statement

The mission of High Point University is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities.

Our Liberal Arts Tradition

High Point University was founded as a liberal arts college and continues its founding commitment to a philosophy of education that empowers individuals with broad knowledge and transferable skills, and that cultivates social responsibility in the context of well understood ethics and values. At High Point, each educational program offers much more than just career preparation. Through our major and the general education programs, students develop skills and dispositions that make their professional, civic, and personal lives both rewarding and meaningful. Students also learn how to analyze the world around them from different perspectives, how to express themselves with precision and clarity, and how to solve real-world problems. Moreover, students begin to understand themselves and their place in the world more deeply, and embrace their responsibility as an educated person to try to make the world a better place. And ultimately, students come to know themselves — their motivations, beliefs, passions, and commitments — better than ever before.

These benefits not only enrich our students' lives, they also better prepare them for success after they graduate. Increasingly, employers say that broad knowledge, excellent communication skills, strong ethics, and imagination and creativity are more important to success in the workplace than industry-specific training. For this and many other reasons, High Point University is proud to embrace and celebrate the liberal arts tradition and to deliver educational experiences that are consistent with its most cherished principles.

A Brief History of High Point University

In 1924, High Point College opened as a cooperative venture between the Methodist Protestant Church and the city of High Point. The campus consisted of three partially completed buildings, there were nine faculty members, and student enrollment was 122. Today the University has 122 buildings, is attractively landscaped, the full-time teaching faculty numbers 330, and nearly 5,200 students are enrolled in a wide variety of undergraduate and graduate programs.

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

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

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

The postwar decades brought renewed prosperity and rapid growth. Under the influences of the G.I. Bill and the Baby Boom of the 1940s and 1950s, enrollment more than tripled, with a corresponding increase in staff. The College's programs received full regional accreditation in 1951.

Additional facilities were added in response to this growth in size and professionalism: four residence halls between 1953 and 1968, two classroom buildings, a second gymnasium, an auditorium, a chapel, and a campus center. Crowning the

physical expansion was Smith Library, completed in the spring of 1984, with a capacity three times the size of the former facility. The original men's residence hall was replaced in 1987 with a 221-resident facility. The Millis Athletic and Convocation Center was opened in late 1992 and provides facilities for convocations, physical education, athletic, and health activities. On October, 1991, by the action of the Board of Trustees, the name of High Point College was changed to High Point University.

In December, 2012, High Point University was approved by the Southern Association of Colleges and Schools Commission on Colleges to begin awarding doctoral degrees, and in May, 2016, the university graduated its first cohort of educational leadership doctoral students.

Between 2015 and 2019, High Point University significantly expanded its graduate offerings by establishing Master's programs in physician assistant studies and athletic training, and doctoral programs in physical therapy and pharmacy. In addition, Bachelor's programs in computer engineering and electrical engineering were established in the fall of 2019.

Since 2005, HPU has invested more than 2 billion in academics, facilities, student life, technology, and scholarships. The original 92-acre campus has grown to 4400 acres with many new academic, residential, student life, and athletic facilities. The result is an engaging and supportive environment that encourages students to learn, grow, and excel.

Institutional Profile

Type of University. High Point University is a four-year comprehensive university with outstanding undergraduate and graduate programs and a wide variety of experiential learning opportunities. Rooted in the liberal arts, the institution was founded in 1924 and is affiliated with the United Methodist Church.

Location. High Point, North Carolina, famous for the manufacture of furniture and hosiery, and the world's largest furniture exhibition; part of the Piedmont Triad (with Greensboro and Winston-Salem) and at the industrial center of the state. The city of High Point, with a population of about 108,000, is in the Piedmont, half-way between the Atlantic Ocean to the east and the Blue Ridge Mountains to the west.

Enrollment. The University has over 5,200 undergraduate and graduate students from 36 countries and 47 states.

Faculty. 330 full-time faculty members, most of whom hold an earned doctorate or other terminal degree. While the faculty are involved in a variety of professional and civic responsibilities, their primary aim is excellence in teaching and scholarship.

Colleges and Schools. The David R. Hayworth College of Arts and Sciences; the School of Art and Design; the Earl N. Phillips School of Business; the Nido R. Qubein School of Communication; the Stout School of Education; the Webb School of Engineering; the Congdon School of Health Sciences; the Wanek School of Natural Sciences; the Fred Wilson School of Pharmacy.

Degrees. BBachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Science in Business Administration (B.S.B.A.), Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Physician Assistant Studies (M.P.A.S.), Master of Science in Athletic Training (M.S. A.T.), Doctor of Education (Ed.D.), Doctor of Pharmacy (Pharm.D.), Doctor of Physical Therapy (D.P.T.).

Majors. Accounting, Actuarial Science, Biochemistry, Biology (B.S. and B.A.), Business Administration, Chemistry (B.S. and B.A.), Computer Science (B.S. and B.A.), Computer Engineering, Criminal Justice, Dance, Data Analytics and Statistics, Design Studies, Education Studies; Electrical Engineering, Elementary Education, English Literature, English Writing, Entrepreneurship, Event Management, Exercise Science, Finance, French and Francophone Studies, Game and Interactive Media Design, Health and Physical Education, History, Human Relations, Individualized Major, Interior Design, International Business, International Relations, Journalism, Marketing, Mathematical Economics, Mathematics (B.S. and B.A.), Media Production and Entrepreneurship, Middle Grades Education, Music, Neuroscience, Nonprofit Leadership and Management, Philosophy, Physics (B.S. and B.A.), Political Science, Popular Culture and Media Production, Psychology, Religion, Sales, Sociology and Anthropology, Spanish, Special Education, Sport Communication, Sport Management, Strategic Communication, Studio Art, Theatre.

Pre-Professional Programs. High Point University offers several pre-professional programs designed to prepare students for advanced study in the areas of athletic training, dentistry, engineering, law, medicine, ministry, pharmacy, physical and occupational therapy, physician assistant studies, and veterinary medicine.

Experiential Learning. High Point University is committed to offering students an education grounded in the development of character, personal responsibility and a sense of civic duty. Students are encouraged to engage with their communities in direct and meaningful ways through service learning projects, volunteerism, and other civic involvements. In addition, students have opportunities to work with faculty on research and other creative endeavors, participate in internships, fieldwork and other kinds of career-oriented learning experiences, and to travel around the world to study in such countries as Ireland, Spain, Italy, France and Australia, as well as to such domestic destinations as Alaska, the Mississippi River delta, and Washington, D.C.

Honor Societies. Alpha Chi (academic achievement), Alpha Kappa Delta (sociology), Alpha Lambda Delta (first year students), Alpha Phi Sigma (criminal justice), Alpha Psi Omega (theatre), Beta Beta Beta (biology), Delta Mu Delta (business), Kappa Pi (art), Kappa Delta Pi (education), Lambda Pi Eta (communication), Odyssey Club (honors students), Order of the Lighted Lamp (academic achievement), Order of Omega (fraternity or sorority members), Phi Beta Delta (international scholars), Phi Sigma Iota (foreign language), Phi Sigma Tau (philosophy), Pi Delta Phi (French), Pi Sigma Alpha (political science), Psi Chi (psychology), Sigma Delta Pi (Spanish), Sigma Nu Tau (entrepreneurship), Sigma Tau Delta (English), Theta Alpha Kappa (religion).

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

Commitment to Diversity. High Point University considers a strong commitment to diversity, equity, and inclusion as a core component of our mission and an essential ingredient to a holistic education in the liberal arts tradition. A liberal arts education develops critical thinkers, moving students from a fixed mindset to a growth mindset. This approach to learning prepares students for reflective action in an interdependent and diverse world. We not only understand and respect the unique talents and perspectives of all individuals, but we also embrace and utilize their contributions. Our breadth of inclusiveness creates a path by which all individuals can achieve their highest potential in an increasingly complex and pluralistic society.

We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. We recognize that diversity also includes a range of geographic locations, communication styles, family makeup, educational background, military service, and other unique life experiences. To encourage diversity and inclusion, we endorse dynamic curricula and research agendas — through the university's core education as well as all fields of study, programming and community engagement — that include a multiplicity of views and perspectives.

Diversity, equity, and inclusion are not merely moral imperatives or societal goals; they can also be a competitive advantage. Our continued success as a university rests in our collective ability to embrace a multitude of opinions, ideas, and beliefs so that we can effectively educate the next generation of leaders who are culturally responsive, knowledgeable, and globally engaged. Our commitment to diversity, equity, and inclusion cultivates students' desire for citizenship in complex global communities.



The Campus

With 122 buildings on 440 acres, the University is located in a quiet residential area a mile from downtown High Point. Interstate Highways 40 and 85 are easily accessible from the campus, and the area airport is a few miles north of the campus.

Several buildings on campus were part of the original construction in 1924 when the college opened. The University has plans for further development of its facilities to keep pace with the challenges and opportunities of 21st century education.

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

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

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

Caffey Residence Hall (2017). This facility is a 143,000-square-foot residence hall that will house 309 students in one-, two-, or four-person units near the new Cottrell Hall. Each unit comprises private bedrooms, a kitchenette, living room, and semi-private bathrooms.

Caine Conservatory (2020). This 15,000-square-foot building includes a plant display area, a working greenhouse for plant research, classrooms, and bistro restaurant. It allows for the addition of plants that otherwise would not thrive outdoors and provides resources for students and faculty to pursue research projects that previously have not been possible.



Centennial Square (2012). This residential facility houses both male and female upperclassmen and is adjacent to the Greek Village. Eleven buildings, comprising 50 town homes, house 348 students. Each town home consists of a double occupancy room on the first floor, four single bedrooms with semi-private bathrooms on the second floor, and one single bedroom with a private bathroom on the third floor. Some amenities include a shared living area, dining room, full -size kitchen (which includes a dishwasher), and laundry room in each facility, as well as access to the Samuel Commons, which includes a learning commons and study space, recreation facilities, and a post office.

Centennial Square 2 (2015). This residential facility houses both male and female upperclassmen and is adjacent to Centennial Square. Eleven buildings, comprising 50 town homes, house 368 students. Each town home consists of a double occupancy room on the first floor, four single bedrooms with semi- private bathrooms on the second floor, and either a single or double occupancy bedroom with a private bathroom on the third floor. Some amenities include a shared living area, dining room, full-size kitchen (which includes a dishwasher), and laundry room in each facility, as well as access to Boles Commons, which includes a learning commons, study space, recreation facilities, and a post office.

Charles E. and Pauline Lewis Hayworth Fine Arts Center (2002). This facility includes a 500-seat performance hall, art gallery, dressing rooms, multipurpose room, teaching studios, radio and television studios, costume shop, dark room, computer lab, and faculty offices.

Community Rehabilitation Clinic (2017). This pro bono facility treats both the insured and the uninsured members of our community who have a variety of physical therapy and rehabilitation needs. The clinic is made possible thanks to a partnership between High Point University's Department of Physical Therapy and High Point Regional Hospital. HPU students learn how to provide top-notch care in this space, while the needs of community members are met.

Congdon Hall (2017). This four-story, 224,000-square-foot complex is home to the Congdon School of Health Sciences and the Fred Wilson School of Pharmacy. The facility offers advanced biomedical research facilities, a cadaver lab, standardized client space, medical simulation rooms, a biomechanics lab, and vivariums.

Cottrell Hall (2015). Located at the intersection of Founders Street and Alumni Avenue, behind the R. G. Wanek Center complex and supported by \$22 million in gifts from HPU parents, is Cottrell Hall, home of the Flanagan Center for Student Success. It serves as a hub of activity for students seeking career preparation and skill diversification. The two-story, 43,000-square-foot, LEED-certified building houses the Dwyer Career and Professional Development Center, the Wehrle Internship Resource Center, the Office of Study Abroad, the Belk Center for Entrepreneurship, Undergraduate Research and Creative Works, the Success Coach Program, the Student Employment Program, and the Harris Sales Education Center.

Couch Hall (1967). Provides classrooms and laboratories for computer science, engineering, and mathematics.

Coy O. Williard Sr. Baseball Stadium (2007). This state-of-the-art stadium features chair-back seating for 500, plus special guest seating, a concession stand and press box. Home to HPU's Panther baseball, the George S. Erath Baseball Field is part of the stadium and was upgraded and improved in 2007.

David R. Hayworth Hall (1998) and Charles E. Hayworth Sr. Memorial Chapel (1972). The Hayworth Chapel includes a sanctuary that can be configured to seat 300 people, meeting rooms, and Fellowship Hall. The adjoining David Hayworth Hall was completed in 1998, and

provides classroom space for the departments of Religion, Philosophy and History. It also provides a student lounge and office space for faculty.

Dick and Peg Vert Track and Soccer Stadium (2007). Outdoor recreational facilities provide a lighted soccer field, varsity track, and comfortable seating. The John Crowder Memorial Field adjoining the stadium is used for intramural sports.

Finch Residence Hall (1987). Residence hall for students, some of which are organized into Honors living and learning communities; arranged in two-room suites with a common area; common areas include pool tables, plasma televisions and comfortable study spaces; totally wireless and handicap-accessible.

Greek Village (2011). Twelve houses provide a living-learning community for 180 student leaders who are members of a fraternity or sorority organization. Each facility houses fifteen students from one particular Greek organization. All houses provide ample amenities for student residents; all bedrooms feature full-size beds, suite-style bathrooms, laundry facilities, full-size kitchen with appliances, an office for organizational use, and a meeting lobby. The Greek Village community also boasts the Webb Conference Center with rooms to host events and meetings.

Herman H. and Louise M. Smith Library (1984). Smith Library supports all undergraduate and graduate programs offered by the University. Media Services, also housed in Smith Library, assists faculty and students with digital productions and presentations.



James H. and Jesse E. Millis Athletic and Convocation Center (1992).

The Millis Athletic and Convocation Center includes a gymnasium/convocation center which seats 2,300 people. Includes an eight-lane competition swimming pool, three racquetball/handball courts, offices for faculty and coaches, classrooms, conference suite, aerobics center, and weight-training center. Six tennis courts adjoin the arena.

Jerry and Kitty Steele Sports Center (2007).

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

John and Marsha Slane Student Center (1972/2007).

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

McEwen Hall (1924). Residence hall for women, arranged in suites with connecting bathrooms and free laundry facilities.

Millis Residence Hall (1964). Residence hall featuring 100 bed spaces; totally wireless; comfortable study spaces; and free laundry facilities.

Nido R. Qubein School of Communication (2009).

Houses majors in Event Management, Game and Interactive Media Design, Journalism, Popular Culture and Media Production, Media Production and Entrepreneurship, Sport Communication, Sport Management, and Strategic Communication. It includes state-of-the-art technology and is home to HPU Radio and a TV news station, as well as classrooms and faculty offices.

Norcross Hall (1954/2006). Norcross Hall houses the offices of Graduate Operations, Graduate Admissions, and Institutional Research and Assessment. It also supports office space for the departments of Anthropology & Sociology, English, Criminal Justice, and Human Relations & Nonprofit Studies.



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

North College Townhomes, Terrace and Court (2011).

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

Norton Hall (2004). Built in 2004 and named for former La-Z-Boy Chairman, Patrick H. Norton, this building houses the Interior Design and Visual Merchandising Design programs. Surrounding a three-story atrium are classrooms, computer assisted design (CAD) lab, design studios, display gallery, faculty offices, advanced technology lecture room, library, lighting lab, and textile room.

Old Student Center (1941). Built in 1941 and completely renovated in 2005, the original Student Center now houses the Empty Space Theatre and the costume design lab.

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

Plato S. Wilson Commerce Building (2009). The Commerce Building includes state-of-the-art technology, classroom space, faculty offices, and a trading room. The building is designed for students preparing for careers in accounting, finance, marketing, sales, entrepreneurship, operations management, supply chain management, and human resource management. The building also houses the departments of Art and Graphic Design and World Languages, Literatures, and Cultures.

R. G. Wanek Center (2009). The R. G. Wanek Center includes residential space for 580 students, a 24-hour Learning Commons, multiple dining venues, a cinema house, a convenience store and open seating areas.

Roberts Hall (1924). Roberts Hall was the first structure to be built when High Point College was founded in 1924. The building contains central administrative offices — including the Office of the President, the Office of Academic Affairs, the Business Office, the Office of the University Registrar, the Office of Institutional Advancement, the Office of Alumni and Family Engagement, the Office of Communications, the Office of Research and Planning, and the Office of Research Administration and Sponsored Programs.

The Stout School of Education (2012). This 29,000-square-foot facility features a Georgian-style structure that houses the education and psychology faculty in technologically advanced classrooms, computer labs and offices. It has its own resource center, library, and study lounge. It's also constructed to meet LEED (Leadership in Energy and Environmental and Design) certification, which is a rating system for "green" buildings.

University Village (2004). Located within walking distance of the University, UVille provides apartment-style living for 141 qualified students. This facility includes one-, two-, and three-bedroom units with bath(s), kitchen, living room/dining area, and porch.

Wanek School of Natural Sciences (2020). This 128,000-square-foot facility will house programs in biology, chemistry, and physics. It will feature four stories of innovative lab and classroom space, as well as the Culp Planetarium.

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

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

Witcher Athletic Center (2014). The 36,000-square-foot facility houses the men's and women's lacrosse and soccer programs. There is a new 105-seat academic center and a new state-of-the-art athletic training center within the building.

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

York Hall (2007). This facility provides 208 fully furnished private bedrooms grouped in two-, three-, or four-bedroom suites. Each suite includes two bathrooms, a full kitchen, dining room and living room. York Hall has fully furnished lounges on each floor, conference areas, laundry room with free laundry, trash chute, elevator, wireless Internet access and is fully handicap-accessible.





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Admission to the University

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

Undergraduate Admission

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

Although responsibilities for undergraduate admission are assigned to the Office of Undergraduate Admissions, the Committee on Undergraduate Admissions is routinely responsible for policies involving undergraduate admission.

Freshman Admission

The Office of Undergraduate Admissions operates according to a deadline admission plan. Soon after all requisite materials are received, a decision is made regarding admission, and the applicant is informed of that decision according to the following timetable:

Early Decision	Application Date: Nov. 1 Notification Date: Nov. 18
Early Decision II	Application Date: Feb. 1 Notification Date: Feb. 15
Early Action	Application Date: Nov. 16 Notification Date: Dec. 16
Regular Decision (Priority)	Application Date: Feb. 1 Notification Date: Rolling
Regular Decision (Final)	Application Date: Mar. 1 Notification Date: Rolling

If the University denies a student admission to the undergraduate program, the student may not reapply for at least 6 months.

Students seeking admission as freshmen must submit the following documentation: (1) the Common Application for admission and \$50 application fee; (2) official high school transcript(s); (3) a School Report Form; and (4) one letter of recommendation. A campus visit is strongly recommended.

SAT and/or ACT scores are optional for regular admission; however they are required for admission to the Honors Scholar Program or for Presidential Scholarship consideration.

To request information for the undergraduate program, contact the Office of Undergraduate Admissions at 800-345-6993. Students may apply online (<http://www.highpoint.edu/admissions/apply/>).

For information on the SAT or ACT testing programs, consult your high school guidance office or contact the Office of Undergraduate Admissions at High Point University.

Applicants are encouraged to pursue a college preparatory Curriculum, including:

English	4 units
Mathematics*	4 units
Science**	3 units
Social Studies***	3 units
Foreign Language****	3 units

* Required Courses: Algebra I, Algebra II, Geometry.
Recommended courses include Trigonometry, Pre-calculus, Calculus, and Statistics.

** These must be laboratory sciences, including Astronomy, Biology, Chemistry, Environmental Science, Physics, and Physical Science.

*** Examples include AP History, Economics, etc.

**** Must be 3 credits of the same language.

Transfer Admission

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

Except as indicated above, students who will have earned 24 or more semester hours of college-level work, or the equivalent thereof, prior to enrollment shall be considered transfer students for purposes of admissions.

To apply for admission to High Point University as a transfer student, applicants should:

1. Complete and submit your application for admission and all required supporting application forms online at www.highpoint.edu/apply or www.commonapp.org/school/high-point-university.
2. Ask your guidance or college counselor to send your official high school transcript to the Office of Undergraduate Admissions or upload to www.commonapp.org/school/high-point-university.
3. Ask the Registrar at each of the colleges/universities that you attended to send official transcripts to the Office of Undergraduate Admissions at High Point University. Give a copy of the College Report Form to the Dean of Students (or similar University official) at the college/university that you have most recently attended. The College Report Form can be found at http://www.highpoint.edu/admissions/files/2019/04/CA_2018_College_Report_Form_0718.pdf
4. Please provide one letter of recommendation.

* *Test scores may be waived if the applicant has earned an Associate's degree or higher from an accredited institution.*

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



Admission as International Students

International students who seek admission as freshmen or as transfer students should follow the instructions provided above. All transcripts must be submitted in English or translated into English by a recognized transcript translation company. In addition, students must demonstrate proficiency in English as outlined below.

Proficiency in English. In order to be admitted to High Point University, students must demonstrate proficiency in English. Performance thresholds and procedures differ by student type.

- **Degree-Seeking Students.** Degree-seeking students who are non-native speakers of English may demonstrate minimum English language proficiency through any of the following means:
 - ✓ Taken an official TOEFL (iBT) and received a score of 79 or higher. The school code for TOEFL is 5293.
 - ✓ Taken an official IELTS and received a score of 6.5 or higher.
 - ✓ Taken an official Duolingo and received a score of 50 or higher.
 - ✓ Taken an official MELAB and received a score of 77 or higher.
 - ✓ Taken an official iTEP and received a 3.8 or higher.
 - ✓ Taken an official SAT Critical Reading Test and Received a score of 500 or higher. The school code for the SAT is 5293.
 - ✓ Taken an official ACT English Exam and received a score of 20 or higher. The school code for the ACT is 3108.
 - ✓ Successfully completed the American Language Academy Intensive English Program.
 - ✓ Successfully completed ELS Level 112 at an ELS Language Center.
 - ✓ Attended for 3 consecutive years, and graduated from, an accredited U.S. high school.
 - ✓ Obtained an official score of 4 or higher on either the IB Higher Level Language examination in English, or the AP Program examination in English Language.

Upon admission to High Point University, all non-native English speakers are required to take an ESL (English as a Second Language) placement exam. The results of this exam will determine whether the student will be required to take 0-16 hours of credit-bearing ESL classes during the first two semesters at High Point University. Any required ESL classes will fulfill the Foreign Language portion of the General Education (Core) Requirements.

In lieu of submitting test scores, students may submit documentation of successful completion through level 5 of an intensive English program approved by the University or documentation that they attended high school in the United States for two or more years and maintained a GPA of 2.5 or higher.

All students who are non-native speakers of English will take an ESL placement test prior to matriculation. The scores from this test will enable the university to properly place non-native English speakers into either credit-bearing English as a Second Language (ESL) classes or into a composition class required by the core curriculum.

Enrolled, degree-seeking students whose Accuplacer score indicates placement into ESL classes are required to take ESL. Students may be required to take four to sixteen credits of ESL, depending on placement. UP to 8 of these credits may count towards the General Education Requirement for World Languages, Literatures, and Cultures.

Non-native speakers of English with advanced proficiency whose placement does not require ESL classes may be exempt from the World Languages, Literatures, and Cultures requirement.

- **Exchange Students (Single Term).** Exchange students who intend to study at High Point University for only 1 term must provide evidence of English proficiency. Ideally this evidence will be in the form of official TOEFL, IELTS, TOEC, Cambridge, or other English proficiency assessment scores, but interviews or other appropriate methods of appraisal (e.g., Accuplacer scores, formal ratings from university exchange partners, etc.) are acceptable.
- **Exchange Students (More than one Term).** Exchange students who wish to remain at High Point University after their first term of enrollment will have their first term academic performance reviewed. Students whose academic performance is determined to be acceptable will not be required to participate in further English assessments and/or interventions. Students whose academic performance is determined to be unacceptable will be required to participate in further English assessments and/or interventions.

Immigration Documentation. High Point University will issue the form I-20, which is used to obtain a visa in order to enter the US. The form I-20 is issued only after the following conditions are met:

1. The student is officially accepted.
2. The student provides a certificate of financial support.

Once the I-20 is in hand, the student should secure a student visa from the U.S. Embassy or Consulate in his or her country of permanent residence. Under no circumstances should a student enter the United States with the intent to register at High Point University unless both a current I-20 and visa are in hand.

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

Health Insurance. During their enrollment at High Point University, international students are required to purchase the university health insurance through United Health Care unless they can provide proof of comparable insurance, purchased from a company which has headquarters in the United States and whose programs and services are routinely accepted throughout the United States.

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

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



The mission of High Point University is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities.



Exchange or Study Abroad at High Point University

Those seeking to study at HPU as Exchange or Study Abroad students must submit a TOEFL, IELTS, TOEIC or Cambridge Exam score that meets the minimum proficiency level for admission to HPU. Acceptable scores are:

- TOEFL (iBT): 79 or higher.
- IELTS: 6.5 or higher.
- Duolingo: 50 or higher.
- MELAB: 77 or higher.
- iTEP: 3.8 or higher.
- Official SAT Critical Reading: 500 or higher.
- Official ACT English Exam: 20 or higher.

Special Admission

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

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

Application for Readmission

Undergraduate students who have terminated their registration during the course of a semester or who, once enrolled at the University, have not returned for one or more terms, exclusive of the summer sessions, must apply for readmission through the Office of Undergraduate

Admissions. In cases involving prior ineligibility, the application for readmission must be accompanied by a letter of appeal that will be referred to the Committee on Undergraduate Admissions for action. For additional information, see "Readmission" in the Academic Program section of the *Undergraduate Bulletin*.

Credit by Transfer

Credit Earned While Enrolled in High School

A student entering High Point University directly from secondary school will be allowed exemption and credit upon presentation of satisfactory scores on Advanced Placement (AP) examinations, International Baccalaureate (IB) examinations, Cambridge International examinations, or for college-level work completed at an accredited college while enrolled in secondary school. (For more information on the International Baccalaureate Programme and Cambridge International Examinations, see "Credit for National Test Programs" in the Academic Program Section of this Bulletin.)

Credit by Evaluation

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

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

Credit for Prior College Work

Credit will be given for academic work completed in any other accredited college or university, provided that such work is compatible with the curricula of High Point University. There is no credit limit for courses transferred from an accredited senior college or university; however, students must complete their final 32 credits at High Point University. A maximum of 66 credits may be transferred from a two-year or community college with Direct Transfer Agreements.

Credit for courses compatible with the curricula of High Point University which were taken at a two-year college which is not accredited may be awarded following completion of 30 credits at High Point University with a cumulative grade point average of 2.00 or higher and with the approval of the Provost and the University Registrar.

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

A maximum of 12 credits may be awarded for non-traditional instructional programs which are compatible with degree programs at High Point University. Such decisions shall be made by the Provost and the University Registrar using recommendations established by the American Council on Education, where applicable.

Students who have earned the degree of Associate in Applied Science (A.A.S.) in selected technical programs from an accredited technical or community college may be granted up to 62 transfer credits. In such cases, courses that are equivalent to courses listed in the High Point University Bulletin will be entered on the student's academic record and may be used to meet core requirements. All other such credit will be entered as General Electives.

A list of approved technical programs may be obtained from the Office of the University Registrar or the Office of Undergraduate Admissions. Technical programs that are not currently on the approved list may be added by departmental recommendation (if the program falls within a specific department), or by the Provost or the University Registrar.

Direct Transfer

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

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

High Point Record

Courses transferred to High Point University are shown on the High Point University transcript, together with credits earned; but neither grades nor quality points are assigned, with the result that academic work completed at other institutions does not alter the cumulative grade point average established at High Point University. High Point University will not accept transfer credits for a course in which the student has earned a grade below C.





Tuition and Fees

High Point University is aware that the cost of a college education is a major outlay for a family. Accordingly, the university makes every effort to keep its charges as reasonable as possible. Current costs for tuition, fees, housing, and dining are listed below.

Student Charges for 2019–2020

Tuition & Fees:..... \$36,268
Room (Tier1) and Dining Plan:.....\$14,702

There will be an additional charge for students choosing a room other than a Tier 1. The additional charge ranges between \$3,688 and \$11,528 per year, depending on the specific residence hall and room type.

An additional fee of \$1,500 will be applied to international students to offset costs associated with processes and services that are unique to students who matriculate from other countries.

In addition to the charges listed above, students may have costs associated with accident, hospitalization, surgical and tuition protection insurance.

The North Carolina General Assembly made significant changes to the Sales and Use Tax Code during its 2013 General Session. In accordance with this code, the University must assess sales tax on all dining plans. The sales tax of 6.75% will appear as a separate line item on your semester billing statements.

Part-Time Student Charges

Students attending on a part-time basis will pay \$1,026 per semester credit if they are taking up to and including 11 semester credits. Students who enroll in 12 or more semester credits will pay the same tuition and general fee as a full-time degree-seeking student. Part-time students are also required to pay student fees and will be permitted to participate in any student activities outside the classroom including, but not limited to, intramural activities, student government, Greek life, the Student Health Center and the John and Marsha Slane Student Center.

Matriculation and Housing Deposit

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

Personal Costs

In addition to the fixed charges at the University, each student will have personal expenses. Books are not included in the tuition fees. While the cost of new books for a year may exceed \$1,000, used books are frequently available at a much reduced cost. Also, some majors may have additional costs, including laptops, software, art/design supplies, etc. Other supplies and personal items are available in the University bookstore.

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

Course Fees

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

Auditing Fees

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

Billing Schedule

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

At other times, a student's account will be available through online internet access of the Student Account Center (<https://highpoint.afford.com/>). Students may authorize their parents or guardian access to the online statement. Online statements allow families to monitor account details at any time, eliminating the delay of sending the information through the mail.

Under no circumstances will students receive official transcripts until they have made full settlement of their account, nor may any student be readmitted until all previous charges are paid in full. Students will not be able to graduate or receive a transcript of their University credits until their account with the University is paid in full.

Monthly Payment Plan

The operation of High Point University is contingent upon payment of charges according to the established schedule. However, persons desiring to pay charges by interest free installments may wish to consider the High Point University Monthly Payment Plan, managed by Tuition Management Systems.

This Plan allows families to pay semester expenses in 5 equal installments per semester, with the Fall plan starting on June 1 and the Spring plan starting on November 1. This plan is presented to parents as a convenience in meeting their educational expenses and can be of value in budgeting these expenses from monthly income. Materials for this plan can be found on the Student Account Center— highpoint.afford.com.

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

Refunds

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

Refunds for students registered on a part-time basis are calculated by totaling the tuition and fees and prorating the amount over the first seven weeks of the semester. After the seventh week, 100% of the total tuition and fees will be charged and no refund will be issued.

<u>Date</u>	<u>Tuition Refunded</u>
Before classes begin	100%*
First Week of classes	82.5%
Second week of classes	75.0%
Third week of classes	62.5%
Fourth week of classes	50.0%
Fifth week of classes	37.5%
Sixth week of classes	25.0%
Seventh week of classes	12/5%
After seventh week of classes	0.0%

**Minus Deposit*



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

Any refund is contingent on a student officially withdrawing from the University. To officially withdraw from the University, a student must report to the Office of Student Life. Students wishing to withdraw should also consult with the Office of Student Financial Planning to determine if stipulations associated with the financial aid package will lead to changes in the financial statement.

A student who withdraws from a course or courses after the first week of the semester will not be forgiven for any financial obligation associated with that course.

A student who adds a course or courses must pay based on the total number of credits enrolled after the first week, including any withdrawals. For example, if a student enrolls in 18 credits, drops three credits after the first week, and subsequently adds a one-credit course, that student will be considered to have enrolled in 19 semester credits and consequently will receive an additional one-credit overload charge for exceeding the 18-credit full-time load maximum.

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

Banking and Check Cashing

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

The Student Accounts Cashier will cash checks for students who choose not to open accounts with local banks. A \$30 returned check fee will be charged for each check that is returned from the bank for nonpayment. The bookstore will also honor out-of-town checks for our students. The bookstore does not allow purchases to be charged on the student's account. The University also has several automated full-service money access centers (ATMs) available on campus. If students are eligible for a refund from their student accounts, funds will be transmitted directly into their personal bank accounts via Direct Deposit. Enrollment in Direct Deposit is recommended for all students.



Accident, Hospitalization and Surgical Insurance

High Point University offers to all of its full-time students an accident, hospitalization and surgical insurance plan. This coverage is mandatory for all full-time students unless they are covered under a comparable medical insurance plan. The mandatory coverage must be specifically waived through procedures prescribed by the Office of Student Accounts. Details of the student insurance plan will be mailed with the fall billing statement. International students are required to enroll in the university provided International Medical Insurance plan which provides coverage to international students while in the United States.



General Information

The Office of Student Financial Planning assists students in securing the resources necessary to attend High Point University through the use of institutional, federal, and state funding. This assistance may be in the form of scholarships, grants, low-interest loans, employment, or a combination. Financial assistance awarded through our office is based on eligibility produced from filing the Free Application for Federal Student Aid (FAFSA). The FAFSA is available after October 1st each year online at <https://studentaid.ed.gov/sa/fafsa>. In order for our office to receive the FAFSA data, High Point University must have the student's social security number on file. Funding sources are limited and are awarded on a first-come basis, so filing early is imperative. Our priority deadline date for filing the FAFSA is March 1.

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

For additional information or questions, please contact the Office of Student Financial Planning online (www.highpoint.edu/financialplanning), via phone (336-841-9124), or via e-mail (finplan@highpoint.edu).

Types of Financial Assistance

Federal Student Financial Aid Programs

High Point University participates in the Title I Federal Student Aid Programs, which include the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, Federal Work-Study, and all Federal Direct loan programs.

North Carolina State Financial Aid Program

The North Carolina State Education Assistance Authority created the North Carolina Need-based Scholarship Program. This need-based program requires students to file the Free Application for Federal Student Aid (FAFSA) in order to be considered. The Expected Family Contribution (EFC) calculated from the information supplied on the FAFSA and annual family income determines whether a student will qualify for the NC Need-based Scholarship Program. Students must be a North Carolina resident (as determined by the state, following completion of the Residency Determination Service (RDS) process online at ncresidency.cfn.org) and be enrolled at least $\frac{3}{4}$ time to receive funding from this program.

High Point University Financial Assistance Programs

High Point University offers need-based assistance to those who qualify. Eligibility is determined through the filing of the Free Application for Federal Student Aid (FAFSA). With the exception of the merit-based scholarship programs awarded to incoming students through the admission process, the results of the FAFSA will determine eligibility for all financial aid programs administered by the Office of Student Financial Planning. After a student's FAFSA is received and eligibility is determined, an aid package will be developed and sent to the student.

Awarding Policy

Students must be full-time to receive institutional funding. Some federal programs, however, allow students to receive funding while enrolling less than full-time. If a student plans to enroll less than full-time, the Office of Student Financial Planning should be contacted. Unless otherwise indicated, aid packages are developed assuming the student will live on campus. If the student will be commuting, he/she must notify our office as adjustments to the aid package may be required.

High Point University is fortunate to have a group of endowed scholarships established by friends of the University. We use these endowed scholarships to help fund the various institutional scholarships and grants awarded to our students. A student who receives a merit-based or need-based institutional program may be notified that one of these endowed scholarships is funding all or part of their institutional program. The total institutional funding a student is receiving will not change, only the funding source.



The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.



Academic Scholarships

Merit-based scholarships are awarded through the Admissions Office to first-year students as well as transfer students. High scholastic achievement and scores from the SAT or ACT are the primary criteria for academic scholarships. These scholarships include the Presidential Founders Scholarship, Presidential Fellowships, Presidential Scholarships, and High Point Scholarships. The Presidential Scholarship Program recognizes freshmen who, during their high school careers, demonstrated outstanding achievement, good citizenship, strong leadership, and exceptional scholarship. Students selected to participate in Presidential Scholarship Weekend compete for the opportunity to add to their initial scholarship offer. Each scholarship has a minimum cumulative GPA that the student must maintain in order to continue to receive these funds each year. All scholarships require the student to be enrolled full-time and are not applicable to Summer enrollment. Scholarships awarded to incoming students are renewable up to 7 additional semesters provided the student maintains the required GPA and is enrolled as an undergraduate student. Students who graduate early or who attend less than a full academic year cannot receive the full year's award in one semester. Contact the Office of Admissions for more information.

Student Employment Program

The Student Employment Program is an experiential learning opportunity designed to mentor and coach students for professional expectations and career endeavors. All job opportunities within the program are considered on-campus

and are a great way to build and develop your personal and professional skills. Student employment positions are housed on our Workday career portal, and students can start your search by visiting https://highpoint.wd1.myworkdayjobs.com/HighPoint_Student. The recruiting and onboarding process is comparable to what you should expect when starting your career search after college. For more information please contact the Student Employment Program at 336-841-9451 or via e-mail at sep@highpoint.edu.

Standards of Academic Progress

Statement of Standards

Students are required to maintain standard academic progress and remain in academic good standing to remain eligible to apply for financial assistance. Students who apply for financial assistance are expected to be enrolled full-time each semester during the academic year. Students enrolled less than full-time must notify the Office of Student Financial Planning. Students enrolled less than full-time will be subject to reductions in assistance. Full-time enrollment is defined as 12 credits or more. Please note that all institutional programs require students to be enrolled full-time.

Federal Regulations require the University's Standard of 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, 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 of:	A minimum GPA must be maintained of:
fewer than 29	1.70
at least 29 but fewer than 60	1.80
at least 60 but fewer than 96	1.90
96 or more	2.0

Maximum Time Frame

Institutional Programs. High Point University programs are structured to be completed in four years; therefore, *non-transfer* students are allowed eight semesters (or until degree requirements are met, whichever is earlier) of eligibility for institutional programs. For *transfer* students, the number of semesters of eligibility for allowed institutional programs is based on the class level that the student enters the University.

Federal Aid Programs. Federal regulations allow up to 150% of the normal time required to complete a degree program. At High Point University, it takes 128 credits hours to receive a degree; therefore, students are allowed up to 192 attempted hours (including all transfer hours attempted) to be considered for federal financial aid. *The maximum time frame restrictions include all hours attempted, regardless of whether financial aid was received or not.*

Special Grading Notes

1. Grades of W (Withdrawal), I (Incomplete), NC (No Credit), R (Repeats), FA (Failure due to Absences), FH (Failure due to an Honor Code violation), or WA (Involuntary Withdrawal due to Absences) are not considered satisfactory completion of a course therefore are not earned hours. They will, however, count as attempted hours.
2. An "I" grade can become acceptable as earned hours only if the course requirements are completed within the time prescribed by the University and the student received a passing letter grade.
3. For courses taken as P/F (Pass/Fail), if a grade of Pass is received, it will be counted as attempted and earned hours but will not impact GPA. A grade of Fail will count as attempted hours and will impact GPA.
4. All transfer credit accepted by High Point University will be counted as attempted and earned hours but will not be factored into cumulative GPA calculation.
5. While grades of W, I, CR, NC, FA, FH, WA do count in the quantitative measure of progress in terms of the earned versus attempted hour ratio, these grades will not be factored into the qualitative measure of maintaining minimum grade point average.

The following chart shows a student's ratio of earned hours to attempted hours to be considered as progressing toward degree completion within the maximum 150% limit. Students who are enrolled beyond four years or 8 semesters, and receive federal loans during that time are at risk of running out of eligibility for student loans.

Total Attempted Hours	Student Must Have Earned At Least
36	24
64	42
96	64
124	83
160	107
192	128

Transfer Students

Transfer students are evaluated based on the number of hours accepted by High Point University. Once transfer credit has been evaluated by the Office of the University Registrar and the student has been classified, that student will then fall under the same Quantitative and Qualitative requirements as previous mentioned based on the student's classification. The maximum time frames for eligibility for federal financial aid also apply to transfer students based on the number of credits accepted by High Point University.

Less than Full-Time Enrollment

Students who enroll less than full-time will be eligible for federal assistance only, and not for assistance from institutional resources. The quantitative Standards of Academic Progress for less than full-time attendance are measured on a percentage basis compared to the full-time standards. A student attending less than full-time will still be required to maintain the same cumulative grade point average associated with the total hours attempted.

Electives

Only courses that apply to the student's degree plan may be considered in determining their enrollment status in application for financial assistance. Courses taken outside the student's major requirements or courses taken as "fill-in" to maintain a certain level of enrollment will not be considered as enrolled hours for eligibility purposes.

Repeating Courses

Students who receive a passing grade in a course (D- or higher) may repeat a course only one time. If a student enrolls for a course that he/she has already repeated once where a grade of D- or higher was received, he/she cannot be considered for financial assistance for that second repeat.

Academic Progress Procedures

Academic progress is reviewed at the end of each Spring semester. Students not making Satisfactory Academic Progress for financial assistance will receive a letter from the HPU Office of Student Financial Planning stating they are no longer eligible to receive aid from any federal, state, or institutional program. At this point, students will have three options:

1. Attend High Point University on their own without financial aid until they have met the minimum requirements of Satisfactory Academic Progress.
2. Submit a letter of appeal stating the reason(s) why they have not met the minimum standards along with any supportive documentation that verifies the circumstances that affected the students' ability to meet the minimum standards. Additional information on the Appeal Process is provided below.
3. Submit an approved Academic Plan For Improvement developed between the student and the Office of Academic Services. This academic plan is a committed strategy that presents the student's goal to "get back on track" in meeting the standards of Academic Progress and successfully completing degree requirements. Additional information on the Academic Plan For Improvement is provided below.

Appeals Process/Special Circumstances

Students may submit a written statement of appeal for one additional semester of financial assistance if they feel there are special circumstances that prevented them from meeting the minimum standards of Satisfactory Academic Progress. Any supportive documents or statements should also be submitted that will provide the Appeals Committee with additional information pertinent to their review. Students must complete and submit the High Point University Satisfactory Academic Progress Appeal Request along with the written statement explaining why they failed to make satisfactory progress and what has changed in their situation that will allow them to regain the minimum requirements to the Satisfactory Academic Progress Appeals Committee. Appeals must be based on injury or illness; death in the family; or other special circumstances. The Committee will review the request, the written statement, and all documentation to determine if a semester of financial aid probation is warranted. Students will be notified in writing of the Appeal Committee's decision. Please note that if approved, only one semester of financial aid eligibility can be offered. 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 semester, the student will no longer be eligible for financial aid from the University until the minimum requirements are met. A second appeal cannot be accepted.





Academic Plan for Improvement

If students do not have valid reasons for submitting an appeal based on special circumstances, or if more than one semester is needed to bring up their academic progress deficiencies, then students will be required to submit an Academic Plan For Improvement. Students must contact the Office of Academic Services to set up an appointment to develop their academic plan for meeting the minimum standards of academic progress. This Academic Plan will have strict conditions that the student must meet in order to retain his or her eligibility for financial assistance. Unlike the Appeals Process, the Academic Plan for Improvement provides students with additional semesters of financial aid eligibility (assuming the student continues to meet the

conditions of the Plan). The Academic Plan and the student's performance must be evaluated at the end of each semester. Failure to meet the conditions of the Academic Plan will automatically terminate the student's eligibility for financial aid and preclude the possibility of submitting an appeal.

It is imperative that students understand that failure to submit a successful Appeal or an approved Academic Plan to the Appeals Committee will result in no further financial aid being awarded to the student for future semesters of enrollment. Students must take immediate action once they receive notification that they are not making Satisfactory Academic Progress.




HIGH POINT UNIVERSITY
THE UNIVERSITY HONOR CODE

Preamble

We, the students of High Point University, believe that honesty and integrity are essential to student development, whether personal, social, or academic. Therefore, we assert that:

Every student is honor-bound to refrain from conduct which is detrimental to the becoming of a High Point University student and which brings credit to the student and/or to the University;

Every student is honor-bound to refrain from cheating;

Every student is honor-bound to refrain from plagiarism;

Every student is honor-bound to refrain from academic dishonesty;

Every student is honor-bound to refrain from...

Every student is honor-bound to refrain from...

Student Life at High Point University

The following statements describe student life at High Point University. For more detailed information, see the *Guide to Campus Life*.

Student Rights and Responsibilities

Student Rights and Responsibilities are set forth in writing in order to give students general notice of some of their rights and responsibilities at High Point University. High Point University identifies a student as an applicant who has accepted an offer of admission and is in attendance (i.e., enrolled in classes on campus, online, or by any method of correspondence or technology for students who are not physically present in the classroom, or participating in official university programming). Persons who are not officially enrolled for a particular term but who have a continuing relationship with the University are considered students. An individual is no longer a student when he/she is officially withdrawn with no intent to return, dismissed, or expelled from the university or has had his/her degree conferred by the Office of the University Registrar. Both students and applicants who have accepted offers of admission are responsible for knowing and adhering to the conduct standards and Honor Code of High Point University. Additional rights and responsibilities are set forth in University Publications—including the Guide to Campus Life, residence hall contracts, and bulletins. It is the student's responsibility to be aware of all University rules and processes; students should seek advice from Student Life or Academic Affairs if they have any questions about the purposes or intent of University rules and processes.

Students are expected to conduct themselves in a manner that is civil and reflects openness to educational experiences. Students can expect High Point University "to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities" (High Point University mission). Additionally, students deserve an opportunity to carry out their daily activities within a safe and caring campus environment.

High Point University is firmly committed to principles of honor and ethical conduct as stated in the Honor Code and in the Conduct Code that all incoming students sign. By enrolling in the University, students embrace the commitment to the Honor Code and Conduct Code as well as to other University expectations and responsibilities. It is the responsibility of students to act honorably in all phases of student life and to understand student rights and responsibilities as well as procedures and consequences when their behaviors do not conform to University rules.

Student Rights

High Point University is a community of learning that supports freedom of inquiry, freedom of thought, freedom from discrimination, freedom of expression, and much more. The University seeks to maintain and support an environment where students have rights; however, the following list of rights is not intended to be complete or exclusive.

- **Expression.** Students are able to freely examine and exchange diverse ideas in an orderly manner inside and outside of the classroom.
- **Association.** Students can associate freely with other individuals, groups of individuals and organizations for purposes that do not infringe on the rights of others.
- **Access.** Students with a disability have the right to request reasonable accommodations ensuring equal access to courses, course content, programs, services, and facilities.
- **Freedom from Discrimination.** Students can expect to participate fully in the University community without discrimination as defined by federal, state or University regulations.
- **Safe Environment.** Students have a right to learn in a safe campus community.
- **Discipline.** Students can expect discipline and sanctions for misconduct; students have a right to a hearing regarding the misconduct.
- **Grievance Process.** Students have access to established procedures for respectfully presenting and addressing their concerns or complaints to the University.
- **Learning Outside the Classroom.** Students have access to a variety of activities beyond the classroom that support intellectual, spiritual and personal development.
- **Education.** Students have access to an extraordinary education that includes excellent faculty, academic technology, classrooms, libraries, and other resources necessary for the learning process.
- **Personal Growth.** Students live and study in an environment that emphasizes personal growth.
- **Service to the Community.** Students have opportunities to provide service to the University community and beyond.
- **University Governance.** Students participate in the governance of the University through the Student Government Association (SGA).
- **Prompt Responses from Administration.** Students have the right to expect prompt and courteous responses from the University's academic and administrative departments.
- **Academic and Administrative Policies.** Students can expect academic and administrative policies that support intellectual inquiry, learning, and growth.

The mission of High Point University is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities.

Student Responsibilities

High Point University students have a responsibility to uphold the University Honor Code, Conduct Code, and all other rules and processes. When students behave contrary to University rules and processes, the University will take appropriate action, up to and including exclusion from the University or the withholding or revocation of academic degrees. Additionally, students are responsible for advocating for themselves to University Administration about any alleged violations of the Guide to Campus Life that directly affects them. Third party reporting is not accepted.

High Point University Rights and Responsibilities

In order to fulfill its mission “to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities,” High Point University has the authority to maintain order within the University and to discipline students. The University may even exclude students who are disruptive of the educational experiences.

When deemed necessary for continuation or readmission at High Point University, a student may be required to enter into a Behavioral Agreement. A Behavioral Agreement will delineate terms which must be met in order for the student to remain at High Point University. The agreement will state the time period in which it will be in effect.

Codes of Conduct

University Honor Code

We, the students of High Point University, believe that honesty and integrity are essential to student academic development. Therefore, we assert the following:

- Every student is honor-bound to abstain from cheating;
- Every student is honor-bound to abstain from collusion ;
- Every student is honor-bound to abstain from plagiarism;
- Every student is honor-bound to report a violation of the University Honor Code;
- Every member of the university community is expected to be familiar with the honor code

University Conduct Code

- We, the students of High Point University, shall seek excellence in the classroom, on the playing field, and in positions of leadership and service across our campus.
- As a community of scholars , we shall work together with faculty to create an environment conducive to teaching and learning.
- As a community of persons, we shall treat each other with compassion, with dignity, and with civility, avoiding bigotry, racism, and sexism, and learning from each through the diversity we bring to High Point University.
- As persons , we shall be honest and just in all that we do, recognizing that we can never be greater than the integrity of our word and deed.
- As citizens of a global community, we shall act responsibly, both on campus and off-governing our dictions not only by our personal needs and desires but also by a concern for the welfare of others, for the general good of humankind, and for the environment upon which we mutually depend.
- Recognizing that communities cannot exist without values and codes of conduct, we shall search for enduring values ; and we shall adhere to those codes of conduct which have been established by and for the members of High Point University.
- When we leave High Point University, we shall leave it better than we found it, and in support of this goal we pledge our loyalty and our service to this University which we have chosen as our own.

Title IX Policies and Procedures

High Point University expects all members of its community to act in a respectful and responsible manner toward one another. Sexual assault, sexual misconduct, non-consensual sexual contact, intimate partner violence, stalking, and other gender-based offenses violate University policy and may also be violations of the law.

If you or someone you know has experienced sexual violence by another member of the University community, you may report the incident(s) or file a complaint with the following individuals:

If the reporting party is a student, contact Student Life, Slane Center 3rd Floor:

- Megan Karbley, Director of Title IX
336-841-9457; mkarbley@highpoint.edu
- Gail Tuttle, Senior Vice President for Student Life
336-841-9231; gtuttle@highpoint.edu

After normal business hours and weekends please call the HPU Security at 336-841-9112, to reach the on call Deputy Title IX Coordinator.

If the reporting party is faculty, staff and/or an applicant for employment, contact Human Resources, Roberts Hall 1st Floor:

- Marc Sears, Director of Human Resources
336-841-9826; jsears@highpoint.edu
- DeAnna Milillo, Human Resources Manager
336-841-9217; dmilillo@highpoint.edu

Additional information about Title IX, including procedures for reporting instances of sexual misconduct, may be found in the Title IX Policy, which can be obtained by contacting the Office of Student Life, viewing the Guide to Campus Life, or visiting the HPU website.

Minor Policy

High Point University is committed to the safety of all community members and strives to create a safe environment for all individuals visiting University property or participating in University programs and to provide for appropriate supervision and care of minors who visit University property or who are involved in University programs. This Policy establishes guidelines for those in the University community who may work or interact with individuals under 18 years of age, with the goal of promoting the safety and wellbeing of minors. In its efforts to fulfill this commitment, the University expects all employees, faculty and staff to act in accordance with this Policy, applicable state and federal laws, Title IX of the Higher Education Amendments of 1972, and the University's Sexual Misconduct Policy.

Scope

This Policy applies broadly to all interactions between minors and University faculty, staff, students, interns, and volunteers, as well as to any ongoing or planned events, programs, and activities that take place on campus, in University facilities, or under the supervision of the University, whether operated by the University or third parties ("Programs"). The term "Program" includes events that are designed to include minors such as camps,

lessons, workshops, clubs, teams, projects, practices, tours, or open - houses. The term "Program" does not include: (1) single performances or events open to the general public that are not targeted toward minors (such as varsity athletic competitions, plays, or concerts); (2) regularly scheduled classes or activities designed primarily for enrolled students who are age 17 and above.

University faculty, students, staff, and volunteers and third parties with whom the University contracts and who operate programs or activities involving minors on University property are responsible for understanding and complying with this Policy.

This Policy does not apply to students enrolled in High Point University who are less than 18 years of age.

Behavior Expectations

Adults should be positive role models for minors and act in a caring, honest, respectful, and responsible manner. University faculty, staff, students, interns, and volunteers, and any adults working in Programs covered by this policy must follow these guidelines to avoid behaviors that could be harmful or misinterpreted:

- Do not engage in any sexual activity, make sexual comments, tell sexual jokes, or share sexually explicit material (or assist in any way to provide access to such material) with minors.
- Do not be alone with a single minor. If one-on-one interaction is required, meet in open, well-illuminated spaces or rooms with windows observable by other adults, unless the one-on-one interaction is expressly authorized by the University.
- Do not meet with minors outside of established Program times. Any exception requires written parental consent and must include more than one adult from the Program.
- Do not invite individual minors to your home or residence. Any exception, including overnight recruiting or admissions visits, requires written parental consent.
- Do not engage in or communicate with minors through e-mail, text messages, social networking websites, internet chat rooms, or other forms of social media at any time, except and unless there is an educational or programmatic purpose.
- Do not touch minors in a manner that a reasonable person could interpret as inappropriate. Touching should generally only be in the open and in response to the minor's needs, for a purpose that is consistent with the purpose of a Program, and/or for a clear educational, developmental, or health related (e.g., treatment of an injury) purpose. Any resistance from the minor should be respected.

- Do not engage in any abusive conduct of any kind toward or in the presence of a minor, including but not limited to, verbal abuse, striking, hitting, punching, poking, spanking, or restraining. If restraint is necessary to protect a minor from harm, all incidents of restraint must be documented and disclosed to the minor's parent or guardian. Do not use, possess, or be under the influence of alcohol or illegal drugs while on duty or when responsible for a minor's welfare.
- When transporting minors in a Program, more than one adult from the Program must be present in the vehicle, except when multiple minors will be in the vehicle at all times through the transportation. Avoid using personal vehicles if possible.
- Possession of or use of any time of weapon or explosive device is prohibited.

Training

All adults who are reasonably expected to directly interact with minors, including third parties who participate in programs involving minors on campus, must complete appropriate training. At a minimum, training must address:

- Policies regarding interactions with minors.
- Inappropriate behavior with minors.
- Basic warning signs of abuse or neglect of minors.
- Guidelines for protecting minors from emotional and physical abuse and neglect.
- Requirements and procedures for reporting incidents of suspected abuse or neglect or improper conduct.

University students and faculty shall complete training annually before working with minors. Participation in training is documented, with the adult signing a statement indicating his/her understanding and receipt of the University's policies and procedures.

1. Criminal Background Checks

All adults who are reasonably expected to directly interact with minors, including third parties who participate in programs involving minors on campus, must undergo a criminal background check, including checks of sex offender registries. These checks must be conducted and evaluated prior to the start of any Program.

If a criminal background check reveals adverse information or unfavorable results, the University will conduct an

individualized assessment using criteria designed to identify potential risk to minors. A prior conviction shall not automatically disqualify a person from participating in a program or activity. Except where required by law, criminal background checks of University faculty, staff and students that are conducted pursuant to this Policy will be used only for purposes consistent with this Policy and will otherwise be kept confidential. Records of background checks will be maintained separately from an individual's personnel or student file.

2. Mandatory Reporting

Every member of the University community is required by North Carolina law to report any abuse or suspected abuse of minors to the director of the department of social services in the county where the minor resides or is found. Further, every member of the University community is required by this policy to report any such abuse or suspected abuse to University Security at (336) 841-9111 and to the Program Director. Abuse includes inappropriate interactions, neglect, or inadequate care provided by a parent, guardian, custodian, or caretaker. University Security can assist in providing contact information for reporting to the appropriate social services department. No individual making a good faith report of abuse or suspected abuse will be retaliated against in the terms and conditions of employment or educational program; nor will they be subject to criminal or civil liability for making such a good faith report.

3. Program Requirements

In addition to the foregoing, the following procedural requirements govern all Programs:

a. Register the program.

The individual that is responsible for a Program ("Program Director") or his or her designee shall register the Program with [Name of College Office or Department] at least 7 working days before the start of the Program. This registration shall be in writing and provide, at a minimum:

- The name and purpose of the Program;
- The start and end dates and/or times of the Program, including whether the Program will involve overnight activities;
- The location of the Program;
- A list of Program staff;

- Certification that each staff member has received training that meets or exceeds the minimum requirements of Section IV of this Policy;
- Certification that each staff member has undergone a criminal background check that meets or exceeds the minimum requirements of Section V of this Policy;
- A list of the Program 's minor participants with emergency contact information for each minor participant; and
- A plan for contacting the appropriate parties in the event of an emergency.

b. Obtain and Submit Appropriate Documents

In connection with each Program Director or his or her designee shall obtain and submit the following documents:

- *Participation Agreement.* Before a minor participates in a Program, the Program Director must obtain a written agreement signed by the minor and his or her parent or legal guardian ("Participation Agreement"). Participation Agreements may vary from Program to Program, but they must include a general description of the Program, indicate whether the Program is affiliated with the University, and require parental consent for the minor to participate in the Program.
- *Authorization for Obtaining Medical Treatment.* Before a minor participates in a Program, the Program Director must obtain consent from the minor participant's parent permitting the University to respond to any accidents or medical emergencies and to obtain the medical treatment required for the minor participant as decided by a medical professional at the medical facility. This authorization should include consent to the release of medical information as necessary for obtaining medical treatment and an acknowledgment that the cost of such treatment is the sole responsibility of the parent.
- *Insurance Certificates.* Where the Program is operated by a third party, the Program Director must submit insurance certificates to the University that comply with the University's minimum coverage requirements for Third Party Programs and lists the University as an additional insured during the period that the Program is to be provided at the University. The policy should cover sexual molestation claims by third parties.

Student Support Services

Counseling Services

Overall mental wellness includes the ability to form and maintain healthy relationships, balance work and recreation, to adapt to change and cope with stress. The Office of Counseling Services, located on the third floor of Slane Student Center, works with all students on a range of mental health issues with a focus on increasing resilience, building on strength and developing the whole student.

Services are available to all students and include individual therapy, group therapy, couples counseling, walk-in triage, consultation, case management, prevention education, addiction and recovery support, family therapy/ consultation and psychiatric medication services. We are a developmentally focused mental health clinic with a wide range of specialties among highly qualified staff. We adhere to the Mental Health Laws of the State of North Carolina and follow the American Counseling Association (ACA) Ethics Code. We use NC Board of Professional Licensed Counselors (LPC) who may also be certified through the National Board of Certified Counselors.

Counseling services are available Monday through Friday from 8:30 a.m. to 5:00 p.m. with walk-in triage available all day. Extended hours are available from 5:00 p.m. to 7:00 p.m. Check the Counseling Services website for details. No walk-in services are available during extended hours. Counseling Services offers topic focused workshop series throughout the academic year. Please check the Counseling Services website for topics, dates and locations.

To assure quality of care, there are no session limits; however, after ten sessions each case is reviewed by the clinical team to determine effectiveness of treatment. There is a \$100 "no show" fee if psychiatric appointments or Substance Assessment sessions are missed. A "no show" fee may be charged if a student schedules and misses repeated appointments (3+) without calling to cancel or reschedule within 24 hours of the appointment. Counseling Services sends text and e-mail reminders for all appointments.

To make an appointment please call (336) 888-6352 between 9:00 a.m. – 5:00 p.m. Monday – Friday. Students can also walk in to the office and schedule a session with the front desk or see the triage counselor to determine the next best step in receiving care. We do not make appointments through e-mail.

Student Health Services

High Point University is proud to partner with Cornerstone Health Care, an affiliate of Wake Forest Health Network, to offer extraordinary health care to our undergraduate day students.

Dr. Marnie Marlette is the Student Health Services' full-time Medical Director. High Point University is one of the few private universities in North Carolina to have a full-time M.D. as medical director.

Student Health Services by the Wake Forest Health Network is located in the lower level of Wilson Hall on Panther Drive. The staff may be reached at 336-841-4683 or studenthealth@highpoint.edu.

During the school year, the hours of operation are Monday–Friday, 8:00 am–5:30 pm. For after hours care Student Health Services provides a 24-hour nurse phone triage service and partners with other Wake Forest Health Network affiliates. For information, visit <http://www.highpoint.edu/studenthealth>.

Student Health Services by the Wake Forest Health Network offers the following services:

- Medical examination and treatment of illnesses and injuries;
- Monitoring and management or referral of some chronic conditions such as diabetes and asthma;
- 24 hour nurse phone triage service;
- Simple medical procedures such as suturing and cryotherapy;
- Routine immunizations (free to students eligible for Student Health Services);
- Flu shots (billable to student account);
- Laboratory testing and pathology (billable to student account or insurance);
- Prescriptions dispensed at Clinic (to be billed to student account or insurance);

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

The Student Health Center has an on-site dispensing pharmacy that is managed by Deep River Drug Pharmacy. Thus, the majority of prescriptions can be dispensed to students at the time of their visit. The prescription cost is billed to the student's primary prescription drug plan by Deep River Drug Pharmacy. For medications not dispensed on site, prescriptions can be sent to any local outside pharmacy. Deep River Drug Pharmacy also provides daily scheduled delivery service to Student Health Services at no additional charge for medications that are not available through the on-site dispensing pharmacy.

High Point University offers a student health insurance plan through UnitedHealthCare/Student Resources. This policy is required for students that do not have a primary health insurance policy. It is also recommended as a secondary policy for those students who have health insurance, but do not have in-network coverage in our local region. The insurance is automatically charged to the student account in the fall semester. This requires students to opt out if they have a primary health insurance plan and wish to decline student health coverage. All F1 and J1 International students are automatically enrolled in the LowerMark Student Insurance Plan.

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

Tobacco-Free Environment. High Point University is committed to the health and safety of our students, faculty and staff.

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

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



Office of Accessibility Resources and Services (OARS)

The Office of Accessibility Resources and Services is on the 4th floor of the Smith Library. Walk-in hours are 8:30 a.m. to 5:00 p.m. Monday thru Friday. To set up an appointment with an OARS staff member, register for services, request an exam room, apply for academic accommodations, apply for an ESA or apply for a Housing accommodation please utilize the link on the OARS webpage at www.highpoint.edu/oars.

Our Mission is to enable students to receive equal access to education and all aspects of university life, through interactive student meetings, providing reasonable accommodations, and coordinating the removal of barriers to access for HPU students, staff and faculty. The Office of Accessibility Resources and Services supports the mission of the University, the Office of Student Life mission and the OARS departmental mission through three primary tenets:

- Remove barriers to equal access to learning, participating, and benefiting from the programs, services, and activities at High Point University.
- Promote self-advocacy. OARS strives to help students develop skills to advocate for accommodations, increase understanding of their disability, and be proactive in eliminating barriers.
- Engage in multi-disciplinary partnership to ensure appropriate and reasonable accommodations.

High Point University is committed to providing equal educational opportunities and achieving full participation for all members of the University community, including persons with disabilities. The University prohibits discrimination against a qualified person with a disability in all educational settings, and employment practices. The University acts in accordance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA: Public Law 110-325), the Rehabilitation Act of 1973, and North Carolina Antidiscrimination Laws.

Information Technology

The Office of Information Technology (OIT) provides a full range of Technical services to promote the successful student journey to an Extraordinary Education. The OIT Helpdesk is an Authorized Repair Center for Dell and Apple computers and most accessories. The Helpdesk can evaluate systems from other vendors and assist with facilitating repairs. OIT also provides a full range of software support services, including Workshops, Application Support with installation and troubleshooting issues, and collaboration systems. In addition, the OIT offers:

- Support for hardware and software
- Follow-me Print Service
- Wired and wireless network services
- TV and cable support
- Cell phone and mobile device support
- Password assistance
- Email assistance

To contact the OIT:

- Online: helpdesk.highpoint.edu
- Call: 336-841-HELP(4357)
- Email: helpdesk@highpoint.edu
- In person: Located on the 1st floor of Norcross Hall

Residence Halls

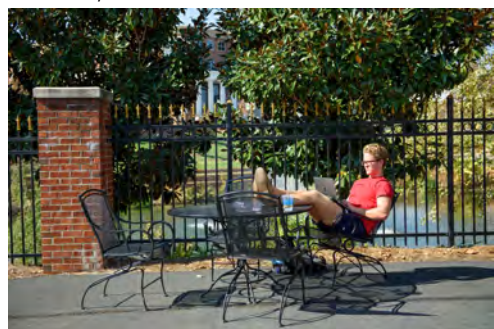
All students who are not seniors and who do not live at home are required to live on campus. Seniors who request permission to live off campus must have their address approved and live outside a one mile radius of campus.

Cable Television. Basic cable is provided in each student room without additional charge.

Information Technologies. Although students must provide their own computers, each student room provides free access to the University library catalog and to the Internet.

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

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





Security Department

Security Officers provide safety coverage 24 hours a day, 7 days a week. Contact is 336-841-9111 for an emergency and 336-841-9112 for non-emergency issues.

Although no institution can guarantee absolute security and safety, High Point University strives to be as safe as any institution of higher education. Safety and security are provided by more than 80 professional security personnel, and off-duty High Point police officers on a well-lit campus. Other physical safeguards include a growing system of over 60 blue (CARE) security phone towers; an expanding video surveillance system with over 1,200 cameras; a robust card access system that controls residence hall doors 24-hours a day; and a signature, perimeter fencing system with auto-gates and welcome centers.

HPU Passport. The passport is an identification card that provides access to many resources on campus. Students may use the passport to access the campus or specific buildings on campus. They may also use the passport to pay for refreshments and other goods both on campus and at Passport Partners in the surrounding area. There is a \$50 fee for a lost or damaged Passport.

The High Point University campus is open daily from 6 am – 8 pm. When campus is closed a valid HPU Passport must be presented at the gate to access campus if your vehicle is not currently HPU registered or you are on foot. Most academic and administrative buildings are open Monday – Friday from 7 am – 5 pm. Students may access academic buildings with their Passport until 10 pm. Additional academic building access is available with faculty approval. Access matters may be

addressed by sending a request to buildingaccess@highpoint.edu or by dialing 336-841-9142. The Wanek Lobby Security Center can also assist you with Passport issues, vehicle decal issuance, lost items, or filing an incident report.

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

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

Crimestoppers. The Security Department maintains a Crimestoppers site for anonymously reporting suspicious activity on campus. You may report suspicious activity or simply a suggestion or comment on our Crimestoppers website by going to <http://www.highpoint.edu/safety/crimestoppers/>, or by calling 336-841-4646.

LiveSafe App. Students are encouraged to download the complimentary LiveSafe app. This app facilitates discreet and risk-free bystander intervention by community members through information sharing with campus safety officials. The app works on iPhone and Android platforms.

Resident Director on Duty. As professional staff members, Resident Directors also serve in an on-call rotation to support students 24 hours a day in crisis situations, particularly after business hours and on weekends when other offices on campus may not be accessible.

The Resident Director on Duty can provide support if a student:

- a student requires medical attention and transportation to a hospital.
- a student feels unsafe on campus or in their living situation.
- a student needs to report an assault, or an incident of interpersonal violence (i.e. dating violence or stalking).
- a student has a concern for the safety or well-being of another student.
- a student has an emergency maintenance concern, such as flooding or lack of air conditioning or heat.

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

Emergency notifications are delivered in various ways. The University presently utilizes broadcast emails, text alerts, a siren/PA system, website alerts and phone greeting recordings.

Vehicle Registration and Parking. All students who park a vehicle, moped, motorcycle, or bicycle on campus are required to register their vehicle(s). Students may begin registration online by logging into the HPU portal at <https://my.highpoint.edu/> and selecting Vehicle Registration and may pick up their decals from the Wanek Center lobby Security Service Center. A valid state registration must be present at time of decal acquisition unless said vehicle was previously registered. The first registration cost is included in fees. There is a \$500 fee for every other, concurrently registered vehicle. There is no charge for a replacement set of decals provided (1) the old decal pieces are presented, or (2) official documentation is presented that demonstrates the vehicle or decals are no longer in play.

Students are prohibited from parking in Visitor, Student Health, Faculty and Reserved parking spaces Monday – Friday between 7 am to 5 pm. Service & Delivery and Security parking spaces are reserved 24 hours a day. Any violations will result in a parking/traffic citation. Parking/traffic citations may be appealed via an online process within seven days of receipt. HPU Security parking Terms and Conditions and additional information are available online through the HPU Portal at <https://my.highpoint.edu/>. Appeals must be submitted within seven days of the receipt of citation. Visit the HPU Security parking Terms & Conditions in Blackboard under Register a Vehicle for complete details.

Transportation Services

High Point University provides complimentary transportation services for students. In addition to on-campus shuttle routes that operate 19 hours/day, students may also make reservations for:

- doctor or therapy appointments
- pharmacy pick-ups
- individualized service for special physical needs or injuries
- airport transports for academic breaks (important terms & conditions, dates, & schedules are shown on the Campus Concierge web page & the Transportation brochure)
- Shuttles to local shopping centers on Mondays, Thursdays, & Saturdays.

For reservation requests, or for further information, contact the Campus Concierge at 336.841.4636, or send email to transportation@highpoint.edu.

ZipCars. High Point University has cars available on campus for students to rent from ZipCar. For convenience, students may rent by the hour, half-day, or full-day. Rental rates include fuel. For reservation requests, or for further information, visit www.highpoint.edu/carshare or contact the Campus Concierge at 336.841.4636.

HPU Connect. HPU Connect is an online platform where students manage their on-campus involvement. HPU Connect provides a campus calendar of events as well as an organization directory of over 100 student organizations at High Point University. Before the involvement fair, be sure to log into involved.highpoint.edu to find out more about our student organizations and plan out your welcome week activities. Students are encouraged to login daily to stay up to date on campus events, use the events search feature to find events that most interest you, and stay informed with your organization involvement/ membership. The CORQ app is the mobile version of HPU Connect. Be sure to download today and view upcoming events from your phone. Through this app you may search events and save them directly to your calendar so that you do not miss a single program.

Student Activities

High Point University encourages student involvement because almost every national study of student success has concluded that such involvement contributes to personal development, student persistence, and graduation. The Assistant Vice President for Student Life at High Point University is responsible for creating an engaging environment for students through the Student Activities Office and the HPU Recreation Experience (HPU Rec). However, holistic learning opportunities extend beyond organized events and extraordinary facilities. From kiosks offering complimentary refreshments, to daily live music in the café, students are surrounded by the values of generosity, service, fellowship, respect, and more. The following descriptions highlight some of the resources and opportunities students have to participate in a variety of campus activities, including more than 100 campus organizations.

Religious Life

Charles E. Hayworth Memorial Chapel is open weekdays for personal devotion and development of faith and values among faculty, staff and students. Ecumenical worship, open to all, is held weekly on Wednesdays at 5:30. Rev. Preston Davis, the minister to the University, is responsible for campus-wide religious activities and is available by appointment for personal counseling (x9241).

All students, faculty, and staff are encouraged to join together for weekly Chapel at 5:30 p.m. on Wednesdays when classes are in session. Chapel is student-centered, and students may receive one-hour credit toward graduation requirements by enrolling in REL 1019. Students are also encouraged to get involved with a religious life organization on campus.

Find out more and connect with the Chapel and Religious Life via:

www.highpoint.edu/religiouslife

Facebook: hpuchapel

Twitter: @hpuchapel1

Instagram: hpuchapel

Cultural Programs

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

The Campus Concierge. The Campus Concierge provides students with a single, comprehensive information point on campus. From ticket distribution for cultural enrichment events, sign ups to restaurant recommendations and reservations as well as general campus and local information and directions, the Campus Concierge is dedicated to providing extraordinary service to our students. Daily email announcements and Facebook Fan Page messages are sent to students updating them on campus events. Other unique services include academic tutor scheduling, library book drop location, a daily weather forecast, complimentary GPS use, complimentary Kindle book readers, complimentary iPad use, complimentary calculator use, and dry cleaning services.

Students may follow the Concierge in several ways:

www.highpoint.edu/concierge

Facebook: HPUconcierge

Twitter: @HPUconcierge

Campus Concierge desks are located in the Slane Student Center, the R. G. Wanek Center, and the Nido R. Qubein School of Communication. The Concierge staff may be reached at 336-841-4636 or concierge@highpoint.edu.

Campus Engagement. Beginning with Welcome Week and continuing through the spring concert, students will have an easy time getting involved and having fun. From comedians to movie nights to karaoke nights and trivia, every day at HPU is a special one. Daily announcements about upcoming events are broadcast via HPU Connect.

Email: activities@highpoint.edu

Facebook: hpucat

Twitter: @hpucat

Instagram: hpucat

Slane Recreation Center. High Point University Recreation Services (HPUREC) offers a variety of fitness, wellness, and athletic opportunities for all students. The John and Marsha Slane Student Center is home to the HPUREC Office, the Fitness Center, Group Exercise classroom, and multi-purpose basketball courts. The Maynard Pool and Spa at John and Marsha Slane Student Center is available for you to enjoy during warmer months. Students may also enjoy swimming and racquetball in the James H. and Jesse E. Millis Athletic and Convocation Center as well as sand volleyball and outdoor basketball courts located around campus. HPUREC also manages fitness facilities at the University Center 2, The Village, North College Terrace, Caffey, Centennial Square Townhomes 1 & 2, and the Greek Village as well as outdoor pools at The Village, Centennial Square Townhomes 1 & 2, and The Greek Village which are for resident use of those communities. HPUREC offers an active intramural sports and activities calendar as well as opportunities for adventure with HPU Outdoor Discovery. The HPU Outdoor Discovery Program includes a dynamic Challenge (Ropes) Course located at the HPU Millis Estate, a 20-acre country retreat located just minutes from campus. The Challenge Course is designed to develop communication and leadership skills through a series of demanding high and low ropes components. The course also features a 500 ft. zip line, 40 ft. rock climbing wall, laser tag and a series of hiking trails. Complimentary transportation to the HPU Millis Estate is provided through the HPUREC office. Students may connect with HPU Recreation in several ways:

Email: rec@highpoint.edu

Facebook: HPU Recreation

Twitter: @HPUREC

Instagram: HPUREC

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

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

Club Sports. Club sports within the intercollegiate athletics program include Ballroom Dance, Baseball, Bass Fishing, E-Sports, Equestrian, Gymnastics, Men's & Women's Basketball, Men's & Women's Brazilian Jiu-Jitsu, Men's & Women's Golf, Men's & Women's Lacrosse, Men's & Women's Soccer, Men's & Women's Swimming, Men's & Women's Tennis, Men's & Women's Volleyball, Men's Ice Hockey, Men's & Women's Rowing, Paintball, Powerlifting, Men's & Women's Running, Women's Field Hockey, Women's Softball, and Ultimate Frisbee.

Communication. Students contribute to the Campus Chronicle, the University newspaper, HPU Radio, a 24-7, 365 day per year internet radio station totally programmed and staffed by HPU students, and HPU-TV, where students produce news and other programs for Triad viewers on and off campus.

Community Service. In a typical year, High Point University students contribute thousands of hours of community service. Community service is coordinated by a student-run Volunteer Center in conjunction with the Office of Student Life. Through the Volunteer Center, High Point University students participate in international and domestic alternative break experiences. Although almost every campus organization is involved in community service activities, the following organizations are particularly active on campus: Alpha Phi Omega; Best Buddies; Big Brothers/Big Sisters; the Bonner Leader Program; Civitan; Colleges Against Cancer; Food Recovery Network; HPU Circle K Club; HPU Wishmakers; Habitat for Humanity; Musical Empowerment; Student Council for Exceptional Children; The Bed Brigade; VIDA and Volunteer Center.

Fine Arts. Organizations for students interested in the fine arts include the Chapel Choir, Genesis Gospel Choir; the Offbeats; the Petal Points; the Toccatones; and the University Singers. Academic credit may be earned for participation in campus theatrical productions and campus choirs.

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

Professional Organizations and Honor Societies. Actuarial Club; Alpha Chi; Alpha Kappa Delta; Alpha Kappa Psi; Alpha Lambda Delta; Alpha Phi Sigma; Alpha Psi Omega; American Chemical Society; American Institution of Graphic Arts; American Marketing Association; American Pharmacists Association; Athletic Training Majors Club; Beta Beta Beta; Biology Majors Club; Computer Science Society; Council for Exceptional Children; Delta Mu Delta; English Club; Exercise Science Club; French Club; Health Occupation Students of America; Henry Lee Treadwell Society; HPU Minds; HPU Vision; Investment Club; Kappa Delta Pi; Kappa Pi; Lambda Pi Eta; Math, Actuarial, & Computer Science; National Broadcasting Society; National Society for Leadership & Success; National Sports Media Association; Neuroscience Club; Odyssey Club; Order of Omega; Order of the Lighted Lamp; Phi Alpha Delta; Phi Beta Delta; Phi Sigma Iota; Phi Sigma Tau; Phi Theta Kappa; Physicians Assistant Club; Pi Sigma Alpha; Pre-Pharmacy Club; Pre-Professionals Club; Pre-Veterinary Club; Professional Selling Club; Psi Chi; PT Founders Society; Public Relations Student Society of America; Sigma Alpha Pi; Sigma Nu Tau; Sigma Tau Delta; Society of Physics Students; Society of Professional Journalists; Spanish Club; Sport Management Association; Sportslink; Student College of Pharmacy; Student Society of Health System Pharmacists; Teachers of Tomorrow; Theta Alpha Kappa; Tutor Club; Video Game Development Club.

Religious Organizations. Religious organizations include: Alpha Delta Theta (Christian service sorority); Board of Stewards; Campus Outreach; Catholic Campus Ministry; Chapel Choir; Collision Worship Band; Genesis Gospel Choir; Hillel; Infinite Space; Interfaith United; Pre-Ministerial Program; Young Life College Life.

Special Interest Groups. A number of special interest groups are active on campus, including: Black Cultural Awareness; Board Club; Campus Chronicle; Charcoal Pony Improv; Diversity Club; Ducks Unlimited; Entrepreneurship Club; Film Club; Global Students Association; HPU EMS; HPU Radio; Japanese Animation Club; Knitting Club; Peer Mentor; Photography Club; Planning on Point; P.R.I.D.E.; Purple Reign; Student Alumni Council; Student Green Team; Students for Life; Studio Art Club; Table-top Role Playing Games; Teddy Roosevelt Club of Excellence; Tigger's Mark; TWLOHA (To Write Love on her Arms); Video Game Club.

Student Government Association. The Student Government Association is composed of an Executive Committee; the Student Senate, composed of designated representatives of campus organizations, makes legislative decisions and allocates the budget; and the Judicial Board, which serves as a judicial committee and provides justices for the University's court system.

The student body president, secretary, and treasurer are elected by day students; the vice president is elected by the student senate. Class presidents and representatives are elected by their respective class.

Procedure for Student Complaints

High Point University provides a process for addressing student complaints. The High Point University *Procedure for Student Complaints* governs complaints the student puts in writing and submits to a University official. This *Procedure* applies to all undergraduate and graduate students. This *Procedure* ensures timely, fair, and efficient resolutions with the maintenance of individual privacy and confidentiality. This *Procedure* cannot be used to challenge the finding of the Executive Committee, a standing committee whose decision is final. Furthermore, this procedure is not intended to address complaints regarding sexual assault or misconduct. Please see the Title IX Policy to file a report of this nature.

Informal Resolution of a Complaint

Discussion, in many instances, can resolve a complaint. The student is encouraged to bring a problem to the person who has responsibility for the objectionable action or situation. This is merely an option for the student and it has no bearing on the student seeking a formal solution to the problem through the involvement of University officials.

Formal Resolution of a Complaint

When students seek the formal intervention of University officials, they must submit a written complaint to the Assistant Vice President for Student Life in the Office of Student Life, 3rd Floor, Slane University Center, 336-841-9231. Because a student complaint can touch any aspect of the University, the Assistant Vice President for Student Life is the appointed University official to guide all written student complaints.

Student Complaint Form

A student submits a Student Complaint form through an online submission. When submitted, the complaint is routed to the Assistant Vice President for Student Life. The Student Complaint form should be submitted as soon as possible after the event giving rise to the complaint. The complaint must be submitted by the end of the semester in which it arises, or within ten days after the incident giving rise to the complaint, to better assure the availability of all parties involved in the complaint. When completing the Student Complaint form, the student is expected to write about each of the following factors as it relates to the complaint:

1. The specific action or decision involved in the complaint;
2. The consequences of the action or decision;
3. What resolution is being sought or desired; and
4. Why the desired resolution should be granted

Facilitation of a Written Complaint

The Assistant Vice President for Student Life reads the complaint and determines if it should be directed to a more appropriate University official and/or office and advises the student accordingly. Some of the officials for handling complaints include:

- **Accessibility Resources**
Director of Accessibility Resources and Support, 4th Floor, Smith Library
- **Athletics & NCAA Violations**
Athletic Director, Jerry and Kitty Steele Center
- **Computer Services**
Senior Director of Information Technology, Norcross Hall
- **Dining Services**
Vice President for Facility and Auxiliary Operations, N. College Administration Building
- **Discrimination**
Assistant Vice President for Student Life, Slane University Center, Director of Human Resources, Roberts Hall
- **Facilities**
Vice President for Facility and Auxiliary Services, N. College Administration Building
- **Financial Aid**
Director of the Office of Financial Aid, Roberts Hall

In order to remain in compliance with consumer disclosures and as required by federal regulations under 34 CFR 600.9, the following link is provided to allow students the option of filing a formal complaint with the N.C. Department of Justice, Consumer Protection Division if they feel an injustice against them has occurred. Please visit <http://ncdoj.gov/Consumer.aspx> or call (877) 566-7220.

- **Parking**
Director of Security and Transportation, North College
- **Residence Life**
Senior Director of Student Life, Slane University Center
- **Student Accounts/Billing**
Director of Student Accounts, Roberts Hall
- **Student Conduct Code Violation**
Assistant Vice President for Student Life, Slane University Center
- **Title IX**
Director of Title IX, Slane University Center

Timeline for Responding to a Complaint.

The appropriate University official responds to the student complaint, generally, within 10 business days following the receipt of the written complaint.

Maintenance of Student Complaints.

The submitted Student Complaint form is maintained in the office of the Assistant Vice President for Student Life.

Appeals

Students may question a decision based on faculty-approved policies and made by faculty or administrative staff. All appeals must follow the outlined procedures in order to receive consideration.

Classes of Appeal

In general, there are two kinds of appeals students can make.

- a. **Appeal of administrative action:** A student may appeal to the Executive Committee of the University a decision of the Provost or the Assistant Vice President for Student Life. The Executive Committee is composed of a minimum of three administrative staff officers, and four faculty members. The decisions of the Executive Committee will be considered final.
- b. **Grading decision:** Students who wish to appeal a grade awarded by a faculty member should discuss the matter first with the faculty member. If a satisfactory conclusion is not reached, a student may appeal the matter to the department chair. The decision of the department chair is final. In cases where the faculty member is the department chair, the appeal is routed to the appropriate dean.

Time Limitations

Appeals of grades or administrative action by a student must be made within five days of the time that the action is made known to the student by the appropriate officer. If the University is not in session at the time the decision is made, the time limitation will begin at the start of the next regular session (fall or spring).

Format of Appeals

All appeals must be made using the following link: https://publicdocs.maxient.com/reportingform.php?HighPointUniv&layout_id=8. A basis for the appeal must be clearly stated, and evidence in support of the appeal must be included in the appeal.

Appeals are limited to 1,500 words including attachments. Grounds for the appeal must be clearly and concisely stated, and all relevant information substantiating the grounds for appeal should be included. The following constitute appropriate grounds for appeal:

1. Newly discovered information has been obtained that was not previously available during the investigation or hearing process through the exercise of due diligence and the newly discovered information would materially affect the outcome; and/or
2. Significant procedural irregularity which materially affected the outcome; and/or
3. Sanctions issued do not fit the offense as provided in the *High Point University Guide to Campus Life*.

Mere dissatisfaction with the prior outcome is not a valid basis for appeal. In addition, appeals are not intended to be a rehearing of the matter. The scope of the appeal, as stated above, will be limited to the grounds for appeal included in the written appeal submissions. In any request for an appeal, the burden of proof lies with the party requesting the appeal, because the outcome will be presumed to have been decided reasonably and appropriately.

The Senior Vice President for Student Life, Assistant Vice President for Student Life, Assistant Dean of Students/ Director of Student Conduct, and/or Assistant Director of Student Conduct will assess the written appeal to determine whether it is filed in a timely manner, based on permissible grounds, and in compliance with word count limitations. If it is determined that the written appeal does not meet any of these criteria, the appeal will be denied without review by the Executive Committee.

Once an appeal is received and determined to meet the criteria for filing an appeal, the Executive Committee may, at its discretion, choose to hold a meeting, or it may decide the matter based on the written submissions. If the Executive Committee decides to conduct a meeting, the appellant may be invited to attend the meeting. The Executive Committee's role is limited to reviewing the hearing record and the information presented in the appeal with one exception: if the appeal raises procedural errors, the Executive Committee may, if necessary to resolve the appeal, interview the investigator and/or a representative from the Office of Student Life at any meeting to gather more information about the alleged procedural error(s).

After reviewing all written appeal submissions and the written outcome of the hearing panel, the Executive Committee may: (1) affirm the outcome; (2) return the matter to the hearing panel with instructions to reconvene to cure a procedural error, call witness(es), or consider newly discovered evidence and to assess the weight and impact of newly discovered information or reassess not previously considered information; (3) where deemed necessary by the Executive Committee, convene a hearing before a newly constituted hearing panel to re-hear the matter; (4) change the sanctions. Decisions by the Executive Committee are by a majority vote of Executive Committee members present and participating in the appeal consideration.

The outcome of the Executive Committee will be made in writing to the appellant within fifteen (15) business days of the meeting or, if no meeting was convened, within fifteen (15) business days from when all written appeal submissions were received. The decision of the Executive Committee is final. The Executive Committee of the University serves as the University's committee of final appeal. If a student is suspended through the conduct/ academic process for any other amount of time, he or she is not eligible to transfer coursework in from another institution.





Academic Program

Academic Standing

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

Graduation Standard

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

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

Academic Probation. Academic probation indicates that the student's academic performance puts him or her at risk of becoming academically ineligible and unable to return to the institution. Academic probation is determined by a graduated cumulative GPA standard based on student classification as described in the following chart.

	Academic Good Standing	Probation	Ineligible
Freshmen (≤ 28 credits)	GPA ≥ 2.0	GPA = 1.70 – 1.99	GPA < 1.70
Sophomores (29 – 59 credits)	GPA ≥ 2.0	GPA = 1.80 – 1.99	GPA < 1.80
Juniors (60 – 95 credits)	GPA ≥ 2.0	GPA = 1.90 – 1.99	GPA < 1.90
Seniors (≥ 96 credits)	GPA ≥ 2.0	n/a	GPA < 2.0

When a student is placed on academic probation, he or she will have two consecutive semesters (summer terms excluded) to return to academic good standing (cumulative GPA of 2.0 or higher).

Note: *If a student becomes academically ineligible during such time, the two semester rule does not apply. Students failing to achieve academic good standing will be automatically academically ineligible the following semester.*

Academic Ineligibility. Academic ineligibility is determined by a graduated cumulative GPA standard based on student classification as described in the chart above.



Senior Eligibility. Students who have earned 96 or more credits are classified as seniors and must have a minimum cumulative 2.0 GPA to be in academic good standing. Students failing to meet this standard are academically ineligible and must write and submit an appeal letter to the Office of Academic Services to be considered for readmission for one semester only.

Readmission

Students who are academically ineligible and who have not been previously readmitted may appeal for readmission by writing and submitting an appeal letter to the Office of Academic Services following the guidelines provided. The appeal process applies to all students who are academically ineligible to return. An appeal does not guarantee readmission. Each appeal request is considered on its own merits. Readmitted students are admitted for one semester only. Continued enrollment after this one semester is dependent on students' academic standing at the end of the semester.

Ineligible students who are readmitted must achieve a cumulative GPA of 2.0 or higher for the fall or spring semester in which they are readmitted. Students who fail to achieve a cumulative GPA of 2.0 or higher in that semester will be ineligible to appeal or re-enroll in the University for the next fall or spring semester (as appropriate, summer term excluded). Readmitted students who earn a 2.0 or better GPA for the semester of readmission will be permitted to appeal. An appeal does not guarantee readmission. All students are eligible to enroll in summer school on campus at High Point University.

Students who have never been on academic probation and who become academically ineligible may appeal by writing and submitting an appeal letter to the Office of Academic Services following the guidelines provided. Students are readmitted for one semester only. Students failing to achieve a 2.0 cumulative GPA during that semester must follow the appeal process for academically ineligible students.

Ineligible Students – Summer School at High Point University

All students are eligible to enroll in summer school on campus at High Point University. We encourage ineligible students to attend in order to improve their cumulative GPA by retaking courses for which one currently has a deficient grade (C- or below) or taking other required courses, and to improve their chances for being re-admitted to the fall semester. For purposes of re-admission and appeal, the university uses the matrix below to determine if a student has made academic progress during Summer Session I and/or Summer Session II:

Re-Admission GPA Matrix

Current Cumulative GPA	Number of 4 credit hour courses required to take in Summer Session 1 and/or 2 at High Point University	Required summer GPA in order to be re-admitted in fall
Less than 1.0	2	3.0 or academically eligible (2.0 cumulative GPA)
1.0 - 1.3	2	3.0 or academically eligible (2.0 cumulative GPA)
1.31 - 1.7	2	2.7 or academically eligible (2.0 cumulative GPA)
1.71 - 1.9	2	2.3 or academically eligible (2.0 cumulative GPA)
1.91 - 1.99	2	2.0

Readmission Following Short-Term Absence. For undergraduate students who withdraw prior to graduation either during a semester or at the end of a semester and are in good academic standing at the time of the withdrawal, readmission may be sought by contacting the Office of Admissions and requesting an abbreviated readmission form. This process may only be used by students who have not attended any other institution since their last enrollment at High Point University and who have not been away from the University for more than one full semester. Readmission is not guaranteed. Once the application for admission is received, the Office of Student Life, Office of Financial Planning, Office of the University Registrar, Office of Academic Services, and Office of Student Accounts are notified of your request for readmission. Pending the approval of your application by these other offices, your request will then be considered by the Director of Admissions.

Students who have been on Study Abroad Hiatus do not need to reapply for admission to the University. Contact the Study Abroad Office for further details.

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

Forgiveness Policy

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

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

Academic Progress

Registration

Once students are admitted to High Point University by the Director of Admissions, they may proceed to register for course work. Detailed guidelines for the registration process are available from the Office of the University Registrar, but the following general points merit attention here:

- Although academic advisors and advising staff in the Office of Academic Services are available to provide guidance during the registration process, the responsibility for arranging schedules to satisfy degree requirements rests with the student.
- The State of North Carolina requires that all registered students be immunized according to the public health statutes. In addition, each new student must send to the University Health Center a physician's certificate stating that the student has had a physical examination and that the student is in good health and fit for participation in the University's programs. Students not meeting these requirements will not be permitted to continue their enrollment at High Point University.

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

- Specific registration periods exist for freshmen, sophomores, juniors, and seniors based upon completed credits at the time of registration. The dates of these registration periods may be found on the University Calendar.
- To maintain full-time status, degree-seeking students must enroll in a minimum of 12 credits per semester.
- A minimum grade point average of 2.0 is required for registration in work experience courses or practica.

Advising

Each incoming freshman is assigned to a Student Success Coach who will serve as an academic advisor throughout the freshman year. After the completion of the second semester of the freshman year, students will be assigned to a faculty advisor within the intended major. The student success coach and faculty advisor offer advice and counsel in planning a course of study and in general orientation to High Point University. Students who need to change their advisors should contact the Office of Academic Services.

Drop-Add

No student will be allowed to add courses later than seven days after classes begin. Students may voluntarily withdraw from classes within the limits set by the selective withdrawal policy as set forth in the Voluntary Withdrawal section of this Bulletin.

Overloads

Students may enroll in a maximum of 18 credits during a regular semester or 9 credits during a summer term without incurring overload charges. Students who enroll in more than 18 semester or 9 summer term credits will be charged an additional amount by the Office of Student Accounts. This additional charge will be based on a student's enrollment status at the end of the first week (drop-add period) of the semester.

Requests for overload status must be submitted in writing to the appropriate college or school Dean and must be accompanied by a recommendation from the student's academic advisor.

Audit

Students who do not wish to receive credit for a course may enroll as auditors with permission of the instructor. Auditing a course includes the privilege of being present in the classroom but involves no credit. Auditors may participate in classroom

discussions. Quizzes, tests, examinations, projects and papers are not required. The student registers for the audit course, his name appears on the class roll, and the notation "AUDIT" is made on the official transcript upon successful completion of the audit. Successful completion is determined by the course instructor. A student must select the course audit option by the end of the drop/add period. The charge for audit will be one-half of the charge for the course on a credit basis.

Consortium Cross-Registration

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

Credit hours and grades earned are counted in the grade point average during the regular academic year. Contact the Office of the University Registrar for current schedules and further information.



ROTC Programs

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

The Office of the University Registrar will grant credit to students completing ROTC courses taken at NC A&T State University as part of the Consortium arrangement. High Point University students will receive elective credit for completed freshmen through senior courses taken during fall and spring semesters.

Students interested in financial aid in the form of scholarships and stipends from Army ROTC should contact the enrollment officer for Army ROTC at North Carolina A&T State University at 336-334-7588. Similar information available from the Air Force ROTC Unit Admissions Officer at 336-334-7707.

Course Work After Completion of Degree

The following guidelines apply to students who have completed one undergraduate degree at High Point University but wish to pursue another course of study:

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



Classification of Students

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

To be classified as a sophomore, a student must have completed 29 credits toward the degree before the opening of the sophomore year. To be classified as a junior, the student must have completed 60 credits before the opening of the year. Students who have completed 96 credits will be classified as seniors.

Degrees

High Point University awards twelve degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Science in Business Administration (B.S.B.A.), Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Physician Assistant Studies (M.P.A.S.), Master of Science in Athletic Training (M.S.A.T.), Doctor of Education (Ed.D.), Doctor of Pharmacy (Pharm.D.), Doctor of Physical Therapy (D.P.T.).

The Bachelor of Arts degree is typically awarded for major areas of concentration in which (1) the primary focus is on the subjects and methods reflected in the traditional liberal arts, or (2) the curriculum is designed to prepare students for employment or graduate study in industry, education, and other related fields.

The Bachelor of Science degree is typically awarded for major areas of concentration in which (1) the primary focus is on the subjects and methods reflected in mathematics and the sciences, or (2) the curriculum is designed to prepare students for employment or graduate study in technical or scientific fields.

The Bachelor of Science in Business Administration degree is typically awarded for major areas of concentration in which (1) the primary focus is on the analytical, technical, and quantitative aspects of business, or (2) the curriculum is designed to prepare students for employment or graduate study in business-related fields.

The Master of Arts degree, the Master of Business Administration degree, the Master of Education degree, the Master of Physician Assistant Studies degree, and the Master of Science in Athletic Training degree, are awarded for concentrated study, research, and professional practice in the discipline.

The Doctor of Education degree, the Doctor of Pharmacy degree, and the Doctor of Physical Therapy degree are awarded for advanced study, research, and professional practice in the discipline.

Degree Requirements

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

Candidates for the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Bachelor of Science in Business Administration (B.S.B.A.) degrees must complete the following:

1. The General Education Requirements;
2. The Major Area of Study;
3. A minimum of 128 credits;
4. An overall grade point average of 2.0, and a grade point average of 2.0 in courses used to satisfy the requirements for the major.

Department Requirements

1. The department chair can substitute or waive courses in the major and minor, but not in the General Education Requirements.
2. An overall grade point average of 2.0, and a grade point average of 2.0 in courses used to satisfy the requirements for the major.
3. A student can take Pass/Fail courses in the major if those courses are not used to satisfy the major requirements.

General Education Requirements

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

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

Students enrolled in the Honors Scholars Program must complete the general education requirements that have been designed for that program. Please see the appropriate section of this Bulletin for more information.

University Core			
Subject Area	Reference Code*	Courses that Satisfy Subject Area Requirements	Total Credits
Written Communication Skills	[W]	ENG-1103 or ENG-1101 + ENG-1102	4
Language Skills	[F]	One foreign language course at the 1020-level or higher (beginning at placement level as determined by the Department of World Languages, Literatures, and Cultures)	4
Quantitative Reasoning	[Q]	One course in Mathematics, MTH-1110 or higher	4
Ethical Reasoning	[E]	One course from: PHL-2008 PHL-2013 PHL/CSI-3010 PHL-2017 REL/PHL-2019 PHL-2010 PHL/ECE-2014 PHL/WGS-2016 REL-2015 PHL-2043	4
First Year Seminar	–	Any FYS-1000 course	4
President's Seminar/Health and Wellness Colloquia	–	EXP-1101	1
PEC Activity	–	Students must either complete an approved physical education activity course or participate for one season in an inter-collegiate or club sport. ¹	1
Area I Electives: Humanities and Art			
Performing or Visual Arts	[A]	One course from: ART-1020 ART -3680 MUS-2001 THE-2010 ART-1021 ART -3850 MUS/GBS-3650 THE/GBS-3550 ART-1050 DNC-1200 THE-1000 THE-4200 ART-1060 MUS-1600 THE-1200 THE-4500 ART-2000 MUS-1610 THE-1710 ART-2050 MUS-1520 THE-1720 ART-2080 MUS-1630 THE-1730 ART-2090 MUS-1640 THE-1740	4
Literature	[L]	One course from: ENG-2217 ENG-2239 ENG-2720 ENG/WGS/GBS-3298 ENG-2200 ENG-2249 ENG-2730 ENG/GBS-3299 ENG/WGS/GBS-2220 ENG-2284 ENG-2820 ENG-2225 ENG-2710 ENG-2830	4
History	[H]	One 1000- or 2000- level course (except HST-2901)	4
Religion	[R]	One course from PHL-2039 REL-1007 REL-2007 REL-2037 REL-1001 REL-1008 REL-2009 REL/PHL-2039 REL-1002 REL-1009 REL-2020 REL/WGS-3007 REL-1003 REL-2001 REL/PHL-021 REL-3028 REL-1004 REL-2003 REL-2022 REL-3033 REL-1005 REL-2004 REL-2023 REL-3034 REL-1006 REL-2006 REL-2036 REL-3035 REL-3332	4
Area II Electives: Natural and Social Sciences			
Natural Science with Laboratory	[N]	One course from: BIO-1100 BIO/ANA-2070 CHM-1616 PHY-1050 BIO-1120 CHM-1000 ENV-1110 PHY-1100 BIO-1399 CHM-1008 NSC-2100 PHY-1200 BIO-1500 CHM-1010 NSC-2200 PHY-1510 BIO/PHS-2060 CHM-1510 PHY-1000 PHY-2010	4
Social Science	[S]	Two courses from two different departments: ECO-2030 PSC-2310 SOA-1010 SOA/WGS-2030 ECO-2050 PSC/INR-2710 SOA-1020 SOA-2450 SOA/ ECO-2070 PSC-3317 SOA-2010 ENV-4000 EDU-4200† PSY-2000 SOA-2020	8

* Reference codes will be attached to course descriptions throughout this Bulletin and in MyStuff so that courses that satisfy particular requirements can be easily identified. In addition to the codes listed in the table above, the following codes will also be used throughout this Bulletin: [GS] = Global Studies Courses; [SA] = Study Abroad Courses; [SL] = Service Learning Courses

†This course satisfies the Social Science general education requirement only for Educator Preparation majors enrolled in the following licensure areas: Secondary Biology, Secondary Comprehensive Science, Secondary Mathematics, Secondary English, Health/Physical Education, and Spanish K-12.

** Credit is awarded only for completion of approved physical education activity courses. This requirement is waived for students who participate in intercollegiate or club sports, but no credit is awarded if course satisfies.

Maturity Requirement

An essential component of the General Education Curriculum is the maturity requirement. This requirement is based on the recognition that faculty members should help students cultivate information processing and critical thinking skills not just during the freshman and sophomore years, but throughout students' entire tenure at High Point University. Accordingly, in order to graduate, students must accomplish the following:

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

Global Studies Requirement

The global studies requirement underscores High Point University's ongoing commitment to preparing students for life and work in an increasingly multi-cultural and interdependent world. To meet this requirement, students must accomplish the following:

- Successfully complete at least one course with a GBS prefix, with the following provision: this course must be able to satisfy either a major or a General Education elective requirement.

Grading

The following system of grading is used at High Point University:

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

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

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

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

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

I (incomplete) is the grade given because the instructor determines that a student is unable to complete the requirements of a course due to illness, emergency, military service, or other reasonable cause. In such cases, the student may request in writing that the instructor assign a grade of "I" for the course. The deadline for completion may not be any longer than the last day of classes of the subsequent regular term (fall or spring) or a grade of "F" will be recorded for the course. The grade of "I" will not be used

in the computation of the grade point average unless the grade is converted to an "F". The completion date cannot be extended for more than one additional semester and requires the approval of the instructor, department chair, and dean. Even with an extension, the incomplete grade may not continue for more than one academic year after which a permanent grade of "F" will be recorded for the course. A student cannot graduate with an incomplete grade on his or her transcript.

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

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

NC (no credit) is the grade to indicate unsatisfactory work in a course in which letter grades are not granted. The grade of NC does not affect the student's GPA.

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

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

WA is the grade given to a student who, due to excessive absences, is involuntarily dropped from a course.

W (withdrawn) is the grade given to a student who voluntarily withdraws from a course before the withdrawal date set by the University. This grade is not included in the calculation of a student's GPA.

Ungraded Course Option

Pass/Fail. Students in their sophomore through senior years may opt to take a limited number of graded courses on an ungraded or Pass/Fail basis. A failing grade will affect the GPA.

The ungraded option is subject to these guidelines:

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



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

Grade Point Average

For the purpose of determining averages, honors, etc., the following points are assigned to the letter grades:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

All hours attempted are considered in determining averages, with the exception of those courses graded W, CR, and P. Quality points are assigned only to course grades attained at High Point University.

Attendance

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

1. Attendance policy shall not include or involve any reduction of the final grade in the course solely for non-attendance.
2. Before a student is dropped for non-attendance, the instructor shall give notification as a warning to a student that he/she is in danger of violating the attendance requirements. Such notification shall be

timely (at least one absence before the limit is reached) such that a student may have adequate opportunity to meet the attendance requirements, make an appeal to the instructor, or withdraw from the class.

3. A copy of the notification of warning to a student shall be given to the student's advisor.
4. The following grades apply to a student dropped from a course by an instructor for reasons of non-attendance:

W is assigned if a student is dropped from a course before the withdrawal date set by the University.

WA is assigned if a student who is passing the course is dropped from the course after the withdrawal date set by the University.

FA is assigned if a student who is failing the course is dropped from the course after the withdrawal date set by the University.

5. Written notice of an instructor's attendance policy must be on file with the Provost.

Inclement Weather Policy

The policy of High Point University is to conduct schedule classes, keep offices open, and carry on normal college operations under weather conditions deemed to be reasonably safe. The University administration may cancel or discontinue classes, close offices, and cease routine operations when, under advisement from the offices of Security and Emergency Preparedness & Safety, weather conditions are deemed too risky for students, faculty, and staff.

Course Repeat Policy

- Students may only repeat courses for which a grade of C- or lower was received.
- Unless otherwise noted in course descriptions, a student will be allowed to repeat a course only once without incurring the penalty of additional hours attempted in the calculation of the cumulative GPA.
- In the instance of a course repeated for the purpose of grade replacement, the original grade for the course and the repeat grade will both be shown on the student's transcript.
- The course will be counted only once for hours attempted and for credit with the higher of the two grades used in the calculation of the GPA.
- Any course repeated more than once will incur additional hours attempted in the GPA calculations.

- Should a student receive the grade of F because of an Honor Code violation, the provisions above do not apply, and any subsequent course repeat will incur additional hours attempted in the calculation of the grade point average.
- If a student wishes to replace a grade, the course must be repeated at High Point University.
- Students who receive federal financial aid must comply with the federal guidelines for repeating courses. Please see the Financial Planning section of this Bulletin for additional information.

Grade Schedule

At the end of each semester, students may access their grades through the password protected MyStuff interface or Student Planning.

Grades for all students are forwarded to the academic advisors at mid-term. Those students who have unsatisfactory grades at mid-term should contact their advisor to discuss ways to improve their academic performance.

Academic Records

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

Academic Credit

Calendar. High Point University operates on the two-semester calendar system. A normal course load for undergraduate students is sixteen credits per semester. By taking courses during summer school sessions, students can complete up to sixteen credits in addition to those earned during the regular academic year.

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

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

A maximum of 32 credits may be earned by such examinations. If a student earns a significant number of credits through examination, no more than eight (8) of these credits will be applied to any given semester. For example, if a student earns 16 credits through examination, he or she could apply 8 credits to the fall semester and 8 credits to the spring semester, but not all 16 credits to one semester.

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

1. Prior to taking the examination, the student should contact the chair of the department offering the course who will determine whether or not the specific courses are appropriate for University-administered challenge. The student will then complete a Credit by Examination Application (available in the Office of the University Registrar), obtain the appropriate signatures, and pay the non-refundable challenge fee of \$150. The student will then return the completed form to the Office of the University Registrar, who will authorize the faculty member to administer the examination.
2. The examination will be given on a date mutually agreed upon by the student and the faculty member administering the examination. The challenge examination must be completed by mid-term of any given semester, whether students are currently enrolled in the course or not. Students not currently enrolled in the course are strongly encouraged to take the examination during the drop-add period so that they can add the course if the challenge is unsuccessful. For a student already enrolled in the course, a successful challenge during the drop-add period will give the student course credit at no additional cost above the \$150 administrative fee. If the examination is taken after the drop-add period, a student enrolled in the course will be responsible for the \$150 administrative fee as well as tuition fees applicable to the course.
3. The student must achieve a C or better on the challenge examination in order to receive course credit. After a successful examination, the transcript will indicate that credit has been earned, but the specific letter grade will not be recorded.
4. A course may be challenged through taking a university-administered examination only once. University-administered examinations will be offered only to enrolled students in good standing.
5. In any course involving laboratory experience, credit by examination will be earned by separate examinations on the lecture and laboratory portions of the course.

6. No prerequisite to the course in which credit is earned by examination may be subsequently completed for credit by examination.
7. Faculty who administer challenge examinations must be approved by the chair of the department housing the course that is being challenged. The designated instructor or instructors will be responsible for composing, administering, and evaluating the challenge examination and submitting the results to the Office of the University Registrar.

Credit for National Test Programs. High Point University awards credit for satisfactory scores on CLEP, DANTES examinations, and Advanced Placement subject examinations. Credit for United States Armed Forces Institute courses and Armed Forces Services courses are evaluated on a course by course basis.

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

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

In the event a student sits for multiple advanced credit examinations, duplicate credit will not be awarded.

AP, IB, and Cambridge International equivalencies can be viewed at www.highpoint.edu/registrar.

Transfer Credit and Study at Other Institutions

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

Transfer Credit. Most courses at High Point University carry a value of four credits. Three-credit courses taken at another college or university can be accepted by the Office of the University Registrar. However, in accordance with the High Point University Policy on the Awarding of Academic Credit, a three-credit class from another institution will be awarded only three credits at High Point University. The Registrar's office determines the transferability of a course after consultation with the appropriate department chair/dean.

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

Dual enrollment is not permitted.

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

Voluntary Withdrawal

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



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

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

A student may not withdraw from a class after an instructor has officially requested that the student be removed because of inadequate class attendance, regardless of when during the term action is taken.

Exceptions to these provisions may be made with the approval of the instructor, advisor, department chair, Dean, and Provost.

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

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

Leave of Absence

Students who wish to leave the University temporarily for academic, medical, religious or military-service reasons may request a Leave of Absence for a specified period of time. Medical leaves will only be granted for one of the following: fall term or spring term. Other types of leaves may be approved for up to one academic year. Leaves planned in advance must be requested at least three weeks before the beginning of the term during which the student wants to be absent from HPU. Requests for unplanned (i.e., health-related) leaves must be made immediately and are not considered retroactively. Reinstatement is contingent upon good conduct in the interim and, if the student has received prior approval to take coursework at another college or university, an acceptable academic record. When a student is utilizing a Leave of Absence for the semester and/or a Leave of Absence

Extension, he/she is not eligible to participate in other university activities. Such activities may include Study Abroad and/or University sponsored events, such as Greek recruitment, Choral trips, Fall/Spring Break Alternative Break trips, etc. Students who do not return for the appointed term will be withdrawn retroactively to their leaving date, which may have financial consequences.

Graduation

A minimum of 128 credits is required for graduation.

Ordinarily, a student is eligible to graduate from High Point University provided that the last 32 credits of enrolled coursework have been earned at High Point University.

However, if circumstances require a student to take coursework elsewhere during his last year, he will be eligible to graduate from High Point University provided that the following two conditions are met:

1. the student must have completed at least 96 credits at High Point University;
2. the student must have completed at least 24 of the last 32 credits at High Point University (i.e., no more than 8 credits can be transferred in during the last year).

No student will be allowed to graduate unless he has an overall grade point average of 2.0, and a grade point average of 2.0 in courses used to satisfy the requirements for the major.

A minimum of one-third of the credits (in addition to any required practica or internship) required to satisfy major requirements must be taken at High Point University, unless departmental standards are higher. In addition, students earning a minor must complete one-half of the credits required for the minor at High Point University.

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

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



Diplomas. Students who complete their degree requirements at the close of the summer or fall semester will receive their diplomas upon completion of their requirements, according to the guidelines set forth on the Office of the University Registrar website.

Multiple Degrees

1. A student can earn one degree with a minimum of 128 credits.
2. To earn two separate bachelor's degrees, a student must earn at least 160 credits and meet all major requirements in both. The requirement for 160 semester credits will not apply to a student seeking a single bachelor's degree with more than one major.
3. If the degrees are not earned concurrently, a minimum of 32 credits beyond those earned for the first degree must be completed, and the student will meet the requirements of the second degree major in the catalog of re-entry;
4. No additional work is needed for the General Education core.
5. Application through the Admissions Office is required for entry into a second degree program.
6. All course work must be completed at High Point University.
7. Departments reserve the right to determine if course work for the second degree completed previously meets current requirements.
8. Students completing a second degree are eligible to participate in commencement ceremonies.

Transcripts. Requests for transcripts must be made in writing by the student to the Office of the University Registrar or requested online through the National Student Loan Clearinghouse. Proof of identification is required at the time of request. Transcripts will not be released for students with outstanding account balances. Upon graduation, students will have six weeks to challenge any transcript entry. After that date, no appeal will be accepted.

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

For students who attended High Point University after 1984, online transcript requests can be made via the National Student Clearinghouse (<http://www.studentclearinghouse.org>) or in person at the Office of the University Registrar.

- Mailed or Electronic: Through the National Student Clearinghouse, current and former students can request electronic transcripts in the form of a PDF or mailed paper transcripts. The charge for PDF or USPS mailed transcripts is \$5.00 per transcript.
- Mailed transcripts are printed on security paper, bear the official University seal and signature of the University Registrar, and are mailed directly to other institutions or agencies in sealed envelopes. Official transcripts CANNOT be faxed or emailed from the Office of the University Registrar.
- Electronic transcripts are secure PDF documents delivered either to a participating university via Electronic Transfer or to an individual through the National Student Clearinghouse's secure portal. PDF transcripts are processed and delivered on demand. Please note that we cannot produce electronic PDF transcripts for students who attended prior to 1984.
- Pick-up Only: In person orders for pick-up only can be completed at the Office of the Registrar located in Roberts Hall, suite 101. If you wish to authorize someone other than yourself to pick up a transcript during business hours, proof of identification and a signed note from you granting that permission must be presented.

Complete information about transcript requests may be found at <http://www.highpoint.edu/registrar/transcripts>.

Honors Scholars Program

With a commitment to the rich traditions of the liberal arts, the High Point University Honors Core Curriculum offers students an interdisciplinary, holistic approach to general education requirements. The Honors Core Curriculum challenges students to connect diverse ways of comprehending their world and to approach problems and questions with intellectual rigor and adaptability.

Admittance to the Honors Scholar Program

Students may apply to the Honors Scholar Program at two points: with their initial application to High Point University or in the spring of their first year. Applications require additional essays, which are reviewed by the Honors Committee. Accepted students who applied before their fall enrollment will have earned, on average, a 3.5 or higher GPA (unweighted) in high school and either a SAT score above 1300 or an ACT score above 27. Accepted students who apply in the spring of their first year will have earned, on average, a 3.3 GPA in the fall and will have secured two letters of recommendation from HPU instructors. It is important to note that the scores and GPAs are averages, not minimums, and that the application essays (and letters of recommendation) play a deciding factor in admittance decisions.



Honors Scholar Program Student Learning Outcomes

Students who complete the Honors Core Curriculum will demonstrate high levels of competency in the areas described below.

Traditions. Investigate questions of enduring and contemporary importance by engaging the intellectual traditions and research methods that shape studies in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts;

Contexts. Interpret human endeavors within the contexts of time and space and through a critical self-awareness of their own positions;

Synthesis. Synthesize information and resources to solve complex problems that have personal significance and public relevance;

Ethics. Recognize and analyze ethical issues within real-world challenges and make sound judgments when engaging in research, creative works, co-curricular experiences, interpersonal relationships, civic activities, and professional duties;

Awareness. Describe and analyze their roles as global citizens, demonstrating deep awareness of the differences – often invisible – between cultures and individuals, as well as knowledge of the processes of global interconnectedness and subsequent opportunities and tensions;

Communication. Communicate effectively, often publically – in writing, speech, and visual media – employing careful analyses of rhetorical purposes, audiences, messages, and modes of delivery;

Collaboration. Collaborate productively in diverse groups to complete multifaceted projects that affect real communities;

Development. Articulate the values, needs, and goals that contribute to the cultivation of their private selves and that influence the crafting of their public lives;

Reflection. Attend to their own intellectual, personal, and professional development by curating, reflecting on, and publically presenting embodiments of their learning and scholarship.



Honors Scholar Program Student Learning Outcomes

The following courses constitute the general education (core) curriculum for students admitted into the honors program before their first fall semester.

Course	Associated Outcomes	Credits
EXP 1101. President's Seminar	Development	1
HNR 1100 - 1199. Humanistic Inquiry	Traditions, Contexts, Ethics, Awareness, Communication	4
HNR 1100L. Honors Colloquium	Contexts, Ethics, Awareness, Communication	-
HNR 1200 - 1299. Social Scientific Inquiry	Traditions, Contexts, Ethics, Communication	4
HNR 1300 - 1399. Quantitative Reasoning	Synthesis, Communication, Collaboration	4
HNR 2400 - 2499. Scientific Reasoning	Traditions, Contexts, Synthesis, Ethics, Communication	4
HNR 2500 - 2599. Aesthetic Inquiry	Traditions, Contexts, Synthesis, Awareness, Communication	4
HNR 3600 - 3699. Scholar Seminars	Contexts, Synthesis, Ethics, Awareness, Communication	8
HNR 3700. Methods, Proposals, and Planning	Contexts, Synthesis, Ethics, Communication, Collaboration	2
HNR 3800. Qualifying Signature Project	Synthesis, Ethics, Communication, Collaboration	2
HNR 4900. Life, Work, and the Liberal Arts	Traditions, Communication, Development, Reflection	2
World Language Requirement: Study of a world language other than English. One world language course at 1020 level or at placement (whichever is higher); or study abroad in a country with a home language other than English and with one course in the home language; or participation in an approved language-intensive program; or EDU 1020. American Sign Language II. Students who place above 1020 in a world language may elect to take CSC 1710. Introduction to Programming.	Awareness, Communication	4
Total Credits		39

Students who join the honors program as sophomores will be able to bundle certain general education courses into substitutes for up to two honors foundations courses, reducing their HSP credit requirement to 31. Working with program advisors, students will identify interdisciplinary groups of courses and compose inquiry-based, reflective essays that connect their learning in those courses to the appropriate HSP course and program outcomes. These essays will become part of the students' ePortfolios. The possible bundle options are shown below.

The bundles approximate the multidisciplinary work that occurs in the HNR courses. Entering students will have until the end of their third semester to complete the course bundles and the accompanying essays. A subcommittee of the Honors Committee will assess the essays and make decisions on the awarding of HNR credit.

HNR Course Awarded Credit	Course Bundles Required for HNR Credit
HNR 1100 - 1199. Humanistic Inquiry	ENG 1103; two courses in humanities, each from a different department: English 22XX, history, religion, philosophy, theater, art, or music. (Only one AP/IB course equivalent permitted.)
HNR 1300 - 1399. Quantitative Reasoning	One course in math, ENG 1103, one course from history, social science, natural science, religion, philosophy, art, theater, or music. (Only one AP/IB course equivalent permitted.)
HNR 2400 - 2499. Scientific Inquiry	One course in natural science with a lab, ENG 1103, and one course from history, social science, philosophy, religion, theater, art, or music. (Only one AP/IB course equivalent permitted.)

All University Honors

A student who completes the Honors Core Curriculum with a GPA of 3.0 and a cumulative GPA of 3.2 or higher will earn the distinction of All University Honors, and will be recognized with such on her or his diploma and transcript.

Continuing in the Honors Scholar Program

A cumulative GPA of 2.0 or higher is required to remain enrolled in the Honors Scholar Program. A student may receive up to one semester of program probation if his or her GPA falls below 2.0.

Exiting the Honors Scholar Program

Students who exit the HSP after the first year may apply their HNR credit to their general education requirements, following the guideline below.

HNR Course Completed	General Education Equivalent Awarded Credit
HNR 1100 - 1199. Humanistic Inquiry	FYS 1000
HNR 1200 - 1299. Social Scientific Inquiry	One social science course, determined by topic
HNR 1300 - 1399. Quantitative Reasoning	MTH 1110
HNR 2400 - 2499. Scientific Reasoning	One natural science course with lab, determined by topic
HNR 2500 - 2599. Aesthetic Inquiry	One course in ENG 2200, theater, art, or music, determined by topic
HNR 3600 - 3699. Scholar Seminar	Maturity requirement and, depending on topic: GBS, or 1000, 2000, or 3000 general education course

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

Honors Scholar Program Course Descriptions

EXP 1101 President's Seminar: Learning Through Experience. This course is designed to provide students with an introduction to basic life skills that will assist them in their personal, academic, and professional development. Students will attend a series of seminars offered by the President of High Point University and guest lecturers. Also included is a series of workshops and presentations that focus on wellness and healthful living. *Restricted to new freshmen. Graded Pass/Fail. One credit.*

HNR 1100 - 1199. Humanistic Inquiry. Students analyze the evolution of human thought and culture, with particular attention to the relationships between stories and truths. With guidance from faculty in multiple disciplines of humanistic study (history, art, music, theater, literature, rhetoric, philosophy, religion), students interrogate how humans use narrative to organize, revise, and propagate ideas, values, beliefs, and identities. In so doing, they practice strategies for identifying, framing, and examining questions concerning meaning, spirituality, truth, and selfhood. *Four credits.*

HNR 1100L Honors Colloquium. Required colloquium session for HNR 1100-1199: Humanistic Inquiry. The lab sessions introduce students to the requirements and practices of the Honors Scholar Program, paying particular attention to the academic habits of mind necessary for student success: inquiry, analysis, information literacy, and reflective thinking.

HNR 1200 - 1299. Social Scientific Inquiry. Students develop strategies for observing and analyzing individual and collective human behavior. In light of comparative discussions regarding the intellectual traditions that define the social sciences, students identify real-world problems related to human thought and behavior and employ social scientific methods to evaluate research, generate options, and propose solutions. Readings and assignments prompt students to analyze cultural perspectives and to develop self-awareness about their own sociocultural conditions. *Four credits.*

HNR 1300 - 1399. Quantitative Reasoning. Students interpret relationships in nature through mathematical equations, developing facility with mathematical languages and methods of symbolic representation. Students also explore the methods, rhetoric, and ethics of data accumulation, categorization, and representation. *Four credits.*

HNR 2400 - 2499. Scientific Reasoning. Students investigate the importance of scientific understanding to human development. In examining science as a human endeavor, students discuss the dynamism and evolution of scientific inquiry, with attention paid to cultural, historical, and ethical contexts. In class activities and project-based labs, they gain experience with the concepts of experimental design, data collection, and interpretation, as well as with handling and manipulating materials. *Four credits.*

HNR 2500 - 2599. Aesthetic Inquiry. Students confront questions about the nature, value, and purpose of art, with consideration of how art is produced and consumed and of how we define beauty. Structured interactions with works of art and critical theory, as well as hands-on experiences in studios, hone students' abilities to see from multiple perspectives, employ spatial reasoning, appreciate ambiguity, and craft interpretations. *Course requires one lab section. Four credits.*

HNR 3600 - 3699. Scholar Seminar. Studies in interdisciplinary topics, driven by faculty interests and expertise. Seminars develop students' abilities to formulate and pursue research questions, explore primary and secondary sources, lead in-class discussions, and communicate new ideas to public audiences. *Four credits.*

HNR 3700. Methods, Proposals, & Planning. This is the first part of a year-long cooperative project which investigates and proposes a solution to some aspect of a larger issue or problem. Student teams create a problem statement, explore inquiry methods, and complete a project proposal. *Two credits.*

HNR 3800. Qualifying Signature Project. This is the second part of a year-long cooperative project. Student teams, with guidance from a faculty mentor, work independently to complete their projects, keeping in mind the cultural, socio-economical, political, and ethical assumptions and implications. *Two credits.*

HNR 4900. Life, Work, and the Liberal Arts. In this capstone experience, students explore the question, How has a liberal arts education prepared me for life and work? To build their answers, students complete a final curating of their Honors Portfolios, using it to shape a professional web presence and a public presentation. *Two credits.*

Other Academic Honors

Dean's List

Twice yearly the Provost compiles a list of students whose academic standing indicates a high level of achievement. A semester grade point average of 3.5 establishes eligibility for inclusion on the Dean's List. A student must attempt 12 semester hours of course work each semester other than on a Pass/Fail or Credit/No Credit basis.

Degrees with Honors

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

Departmental Honors

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

- a. A student may elect this option at the beginning of the junior year and, in some cases, at the beginning of the senior year.
- b. To qualify for Departmental Honors, a student must have a 3.5 cumulative grade point average both in the major and overall at the time of entry into the program and must maintain this minimum average.
- c. Honors work will differ from department to department, but all should include independent work on the part of the student, such as seminars, tutorials, or private research, and all must be under the supervision of departmental advisors.
- d. Candidates for honors must pass a written comprehensive and an oral examination. Visitors from other colleges in the area should be invited to participate in the oral tests. Students should be required to write a thesis on some topic in their major field.

Honor Societies

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

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

Alpha Delta Omega recognizes excellence for students majoring in Human Relations and Nonprofit Leadership and Management.

Alpha Kappa Delta recognizes excellence for students who are majoring in sociology.

Alpha Lambda Delta is the National Honor Society for First Year Students.

Alpha Phi Sigma recognizes excellence for students who are majoring in criminal justice.

Alpha Psi Omega, the National Theatre Honor Society, recognizes participants in collegiate theatre.

Beta Beta Beta, the national honor society in biology, recognizes outstanding, overall academic excellence and academic achievement in the biological sciences.

Delta Mu Delta is a business honor society that recognizes and encourages academic excellence of students to create a community that fosters the well-being of its individual members and the business community.

Kappa Delta Pi recognizes excellence for students who are majoring in education.

Kappa Pi, the International Honorary Art Fraternity, recognizes students who demonstrate outstanding artistic and academic achievements.

Lambda Pi Eta, the National Communication Association's honor society, recognizes, fosters, and rewards outstanding scholastic achievement in communication studies.

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

The Order of Omega recognizes scholarship, leadership, service, and academic achievement among those individuals who belong to a fraternity or sorority organization.

Phi Beta Delta recognizes and encourages achievement in the areas of international education and exchange.

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

Phi Sigma Tau recognizes students who have demonstrated high scholarship in philosophy.

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

Pi Theta Kappa is designated for transfer students who have received this honor at their two-year institution.

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

Sigma Nu Tau promotes, recognizes, and rewards academic excellence in entrepreneurship and encourages and celebrates the practice of principled entrepreneurship.

Sigma Tau Delta recognizes students who have excelled as an English major.

Theta Alpha Kappa recognizes students who have excelled in Religious Studies.

Junior Marshals

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

1. All full-time continuing students having junior status (i.e., having earned between 60 and 95 credits and having attended High Point University for a minimum of three semesters) are eligible for consideration as Junior Marshals.
2. The effective date at which the credit total will be determined is the end of the spring term each year.
3. The top two students will be designated as Chief Marshals. They will be considered equals, regardless of their relative ranks in the grade point list.
4. The Junior Marshals will be announced at the beginning of the spring term and presented at Spring Honors Convocation each year.
5. No person may be selected to be a Junior Marshal more than once.



The Office of Experiential Learning and Career Development

In several different and dynamic ways, the Office of Experiential Learning and Career Development enhances students' learning throughout their time at High Point University. The Office of Student Success and its Success Coaches provide appropriate academic and social support to students as they make the important transition from high school to college; the Office of Academic Services supports students' academic progress, success, and retention through programs such as Tutoring and Learning Excellence; the Office of Undergraduate Research and Creative Works supports student-faculty collaborations in both scientific research and other creative endeavors; the Office of Global Education helps students participate in numerous study abroad opportunities and is the support and information hub for international students; and the Office of Career and Professional Development provides career counseling as well as domestic and international internship opportunities. Through this comprehensive array of programs, High Point University provides students with widespread real-world experiences that enhance academic, life skills, and career development. These programs are designed to help students think critically, reflectively, and creatively, and to cultivate their abilities as leaders, innovators, and responsible citizens.

Office of Academic Services

The mission of the High Point University Office of Academic Services is to support the academic progress, success, and retention of undergraduate students by offering varied educational programs, activities, and services in a certified and supportive learning environment. The office is responsible for coordinating the areas of Academic Advising, Tutoring and Supplemental Instruction, Learning Excellence, and the Foundations for Academic Success course (AD V 1101).

The Office of Academic Services, located on the fourth floor of Smith Library, coordinates and provides assistance in areas of academic performance related to academic and life skills with specific reference to exam preparation, testing strategies, test anxiety, reading, note taking skills, time and stress management, and other areas requested by students. The office follows the academic progress and development of all students. It provides academic counseling for any student having academic difficulty and provides advising support to all students and faculty advisors. The office also supports students with disabilities.

Academic Advising. Each incoming freshman is assigned to a Student Success Coach who will serve as an academic advisor throughout the freshman year. After the completion of the second semester of the freshman year, students will be assigned to a faculty advisor within the intended major. The student success coach and faculty advisor offer advice and counsel in planning a course of study and in general orientation to High Point University.

Academic advising provides advising orientation and planning programs to all students, maintains the academic advising website at www.highpoint.edu/academicadvising, and trains faculty members to serve as advisors. Students who need to change their advisors should contact the Office of Academic Services.

Tutoring and Supplemental Instruction. The Office of Academic Services is recognized as an internationally certified learning center by the College Reading and Learning Association. It provides free tutoring by CRLA-certified peer tutors in addition to supplemental instruction tutors. It also provides student workshops in academic and life skills and workshops in graduate school preparation planning. Small group and one-on-one individual tutoring for enrolled undergraduate students is offered in most 1000- and 2000-level subject areas according to a walk-in schedule. Supplemental Instruction (SI) is a unique learning support program where the SI leader is one who has successfully completed the course, attends each class, and holds exclusive out-of-class review sessions for students enrolled in the class. The SI tutoring approach is a cooperative, active effort between instructor, students, and the SI leader.

Learning Excellence. Learning Excellence is a fee-based academic support program which provides students with a diverse, comprehensive, and individualized support program. Support includes tutoring and study hall, coaching, mentoring, plus selected intense study and test taking strategy workshops. The primary goal of Learning Excellence is to assist students in maximizing their learning strengths and potential as well as to achieve success in the academic environment. Applications are required and can be accessed through the Director of Learning Excellence.



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

EXP 1101. President's Seminar. Learning Through Experience. This course is designed to provide students with an introduction to basic life skills that will assist them in their personal, academic, and professional development. Students will attend a series of seminars offered by the President of High Point University and guest lecturers. Also included is a series of workshops and presentations that focus on wellness and healthful living. Restricted to new freshmen. *Graded Pass/Fail. One credit.*

IDS 1151. Cultural Foundations. Cultural Foundations is designed to maximize students' exposure to a wide variety of musical, artistic, and other cultural experiences. This course supports High Point University's commitment to the holistic education of its students. *One credit. May be repeated one time for a total of two credits.*



The Office of Student Success

The Student Success team is responsible for providing appropriate academic and transitional support to first-year students in virtually all aspects of the student's life: academic, personal, social, and career. Incoming freshmen are assigned a success coach based on students' preferred academic major. The Success Coach plays many roles during students' first year:

- **Academic Advisor.** Success Coaches meet with each freshman before they arrive on campus to help students register for classes. Success Coaches also guide students in choosing classes for their spring semester and fall semester of their Sophomore year.
- **Life Coach.** When first-year students arrive, they often have many new and powerful experiences: homesickness, roommate issues, difficulty fitting in, and so on. Success Coaches encourage students to find their own niche on campus and to get involved in a club, intramural sport, or other campus activity.
- **University Liaison.** Our Success Coaches help students make connections with other faculty and staff on campus. Success Coaches will refer students to Career and Professional Development, Student Life, Counseling Services, Financial Aid and other offices on campus to ensure that each freshman receives the support and encouragement they need.
- **Promoter of Orientation Activities.** Success Coaches assist in the implementation of programs and services designed to promote academic, personal, and social/emotional success, engagement, and retention of first-year students.

Provisionally Admitted Students. Entering freshmen accepted on a provisional status are admitted to the University on academic probation and must enter through the Summer Advantage Program. They will be required to successfully complete the Summer Advantage Program prior to their enrollment in the fall semester. In order for students to be eligible for fall admission, they must pass all of their courses in Summer Advantage. In addition, any course in which students receive a grade of C- or less may be required to be repeated in the fall semester.

Students earning a 2.50 GPA or less in the Summer Advantage Program will be required to enroll in the Learning Excellence Program for the fall semester and meet those program requirements (tutors, study hall, conferences, etc.). In order to be a student in good standing, at the conclusion of the fall semester, the student must earn a cumulative GPA of 2.0 or better and

complete 12 or more credits. Students with less than a cumulative 2.00 GPA will remain on provisional status and academic probation and will be required to re-enroll in the Learning Excellence Program for spring semester and be required to repeat courses as appropriate. To exit the program and be removed from academic probation status the student must earn a cumulative GPA of 2.0 or better on 12 or more credits during the fall semester.

Summer Advantage. Summer Advantage is High Point University's exclusive pre-freshman year advancement program. Summer Advantage students get ahead and stay ahead, launching their academic careers by earning eight credits before their freshman year officially starts.

Those 8 credits can put them ahead of their peers for dorm selection and class selection, after their freshman year. Summer Advantage helps students build a strong foundation, as they empower themselves with academic confidence, make friends, explore the campus, work with their Success Coaches and feel right at home at HPU- all in just one month before the Fall semester starts.

For more information about the Summer Advantage Program, please visit <http://www.highpoint.edu/summeradvantage/>.



The Office of Global Education

The Office of Global Education includes the Office of Study Abroad and the Office of International Student Affairs. The mission of the Office of Global Education is to bring High Point University students to the World through study abroad and exchange programs while also bringing the World to the High Point university campus by providing services to inbound international students, promoting awareness of cultural diversity, and providing programming opportunities that highlight the value of learning about cultures that are not one's own. The Office of Global Education partners with other campus units to bring international speakers, filmmakers, and performers to the High Point University campus.

Study Abroad. As globalization continues to blur geographic and cultural boundaries, a new world has begun to emerge. The faculty and staff at High Point University believe that global awareness and intercultural understanding are essential parts of higher education for today's student. Therefore, the University encourages students to engage in academic study in a culturally-immersive setting away from one's home culture/norms. Studying abroad may be undertaken by students to satisfy the following broad objectives:

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

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

To begin the process, students interested in studying abroad will meet with the Office of Global Education, where they will receive individualized advising and instructions on how to complete the required documentation.

Participants in these study abroad programs are representatives of High Point University while abroad and are expected to act in a way that reflects positively on the University. Applicants for study abroad programs must undergo a rigorous screening process. Selection criteria include academic achievement, evidence of ability to work and function independently in unfamiliar surroundings, and

representatives of High Point University while abroad and are expected to act in a way that reflects positively on the University. Applicants for study abroad programs must undergo a rigorous screening process. Selection criteria include academic achievement, evidence of ability to work and function independently in unfamiliar surroundings, and evidence of mature and responsible behavior. Eligibility for application does not guarantee admission. Selection can be highly competitive.

For more information about any Study Abroad program, please contact the Office of Global Education.

Full-Semester and Summer Study Abroad. The Office of Global Education has established affiliations with several institutions in order to provide a variety of study abroad programs. Appropriately prepared students may apply for placement at one of High Point University's partner institutions. Students in all academic disciplines are encouraged to seek a semester placement abroad.

High Point University is affiliated with institutions in the following countries for full-semester and/or summer study abroad: Argentina, Australia, Austria, Belgium, Brazil, Chile, China, Costa Rica, Czech Republic, Denmark, Ecuador, Fiji, France, Germany, Hong Kong, India, Italy, Japan, Morocco, Netherlands, Peru, Russia, South Africa, South Korea, Spain, Sweden, and the United Kingdom.

For a complete list of programs available, visit <http://www.highpoint.edu/studyabroad>.

HPU Global Experience Study Programs. High Point University offers short-term study programs that allow students and faculty to travel together to destinations that are closely connected with specific High Point University courses. The programs run ten days to four weeks, usually during the month of May, and are attached to at least one four-credit HPU class taught during the spring semester or solely during the May term. Applications are available to all qualified students as early as their freshman year. Short-term programs provide convenient study opportunities for student athletes and other students who are unable to spend a full semester or summer abroad.

These programs change regularly in order to provide a variety of relevant study experiences for our students and faculty. Short-term study experiences may travel internationally or domestically during: May Term, Summer I, Summer II, or winter break.

A recent list of Global Experience programs can be found on the Office of Global Education website: <http://www.highpoint.edu/studyabroad/global-experience-programs/>.

Study Abroad Policies. Students applying to study abroad for a semester must meet the minimum academic requirements, including a minimum GPA of 2.75 (or higher, depending on program requirements) and the completion of two semesters at High Point University. Students participating in a Global Experience program must have a minimum GP A of 2.00 at the time of application and at the time of departure. Students applying for an unaffiliated study abroad must meet the program provider 's admissions requirements along with completing all necessary High Point University approval paperwork, including a request for study abroad hiatus for an unaffiliated semester program (see below for more information).

Students also must be in good disciplinary standing with the University at the time of application and at the time of departure. Students with grades of Incomplete and students who withdraw the semester before the term abroad are not permitted to study abroad through High Point University.

Study Abroad Transfer Credit. Credits earned at the host institution are received as transfer credits. Grades earned in courses abroad are not factored into the High Point University grade point average. Students must earn a minimum grade of C to receive transfer credit. Courses with a grade of C- or lower will not transfer.

HPU will award transfer credit only for courses completed abroad at an accredited institution and reflected on an official transcript.

HPU will award a credit value to transferred courses equivalent to the credits earned in the course abroad, even if the HPU-equivalent course is valued at four credits (i.e., a three-credit class from another institution will be awarded only three credits at High Point University).

HPU will not award transfer credit for a course taken abroad which duplicates credit received at HPU for coursework completed prior to the experience abroad. The College of Arts & Sciences will not award transfer credit for a foreign language course taken abroad which is lower than, or duplicates credit received at HPU for, coursework completed prior to the experience abroad.

The College of Arts & Sciences will not award transfer credit for a personal enrichment or vocational skills course (e.g., culinary arts, wine tasting, or floral design) that falls outside of the traditional liberal arts and sciences disciplines.

The College of Arts & Sciences will not award General Education (Core) credit for a course taken abroad earning less than three (3) U.S. credits.

The College of Arts & Sciences will waive the Global Studies requirement for students who have completed an academic course of study (whether affiliated, unaffiliated, or Global Experience) outside of the U.S. lasting at least four (4) weeks in length, conducted through an accredited institution, and bearing at least three (3) credits recognized by High Point University. No additional credit is awarded simply for studying abroad.

Credit hours for courses taken abroad are determined by the University Registrar and the Office of Global Education.

Application & Selection. The Office of Global Education seeks to make semester study abroad programs accessible to students. However, limitations on student placements exist for each partner. Because the majority of HPU semester programs may become competitive (meaning more qualified applications are received than the maximum number of students the host university can accept for the term), students are advised to consider multiple programs that meet their academic needs. In the event that students are not able to be placed at their top choice program, their application may be considered for their relevant, alternate programs.

Please note that the stated minimum application requirements are the minimum standards considered to review an application for a program. A student who is qualified to apply to a program is not guaranteed a nomination or placement to that location.

Unaffiliated Programs. High Point University has diligently worked to develop academic partnerships that meet the needs of its students and align with University standards and educational objectives. Therefore, students will be expected to enroll at affiliated institutions unless they have a compelling academic reason to attend an unaffiliated program and successfully complete a petition process.

For High Point University to recognize the credits completed abroad, the university must be accredited to the standards required by High Point University and the credits must meet the policies for credit transfer listed above under Study Abroad Transfer Credit. It is the responsibility of each student to determine (1) the name of the institution issuing the transcript, and (2) the accrediting body of this institution. This information must be provided to the Office of Global Education before the time of application.

If it is determined that credit transfer is possible, students then must complete an application for unaffiliated study abroad, including a request for study away hiatus where they must demonstrate that they have reviewed High Point



University's affiliated programs and then clearly explain why these programs do not meet their academic and/or career goals, including evidence, where appropriate, that highlights:

1. Why the specific unaffiliated program in question is a strong fit for them academically;
2. How a competitive scholarship they are applying for is connected to the proposed program; and/or
3. Why immersion in the particular host culture is in-line with their academic and/or career goals.

Due to the terms agreed upon in High Point University affiliation agreements, High Point University students cannot apply directly to a program for which High Point University and the host institution or provider hold a current affiliation agreement, nor can they opt to pay fees directly to that host institution/provider.

Due to residency requirements, High Point University students cannot study abroad on an unaffiliated program during the last 32 hours of their degree program. High Point University students must earn the last 32 credits of their degree from HPU or an affiliated study abroad program.

High Point University strongly discourages enrollment in programs in areas under U.S. Department of State Travel Warnings.

High Point University financial aid, including the Presidential Scholarship, is not available for an unaffiliated study abroad program. While federal financial aid may be available for use on an unaffiliated study abroad program, the process to request this aid differs. For more information, review the information on the Financial Aid for Study Abroad page, including the Financial Aid Policy on Studying Abroad, and then contact the Office of Financial Planning.

For more information about study abroad, please visit the Office of Global Education in Cottrell Hall 142, or send an e-mail to studyabroad@highpoint.edu.

International Student Services. The Office of International Student Affairs is open to all international students as well as those with international heritage. The staff handle immigration matters and provide support with cultural assimilation and English as a Second Language. Other areas of assistance include student employment matters (including obtaining a social security card), driver's license, bank accounts, cell phones, tutoring, and peer mentoring. Students in need of assistance may contact Dr. Marjorie Church, Director of International Student Affairs, at mchurch@highpoint.edu or 336-841-4692 (o) or 336-420-9720 (c).

The Office of Career and Professional Development

Located on the main floor of Cottrell Hall, the Office of Career and Professional Development offers a variety of professional development and career-related services to HPU students from the moment they arrive on campus. Comprehensive services include: individual career counseling, exploration of majors/minors and related career options, interpretation of career-related self-assessments, tips for researching internship opportunities, development of professional resumes and cover letters, preparation for interviews, assistance with networking, and strategies for searching for full-time jobs or applying to graduate/professional school.

In addition to individual appointments, the staff in the Office of Career and Professional Development offers workshops and classroom presentations throughout the academic year. Popular topics include strategies for searching for internships, techniques for developing resumes/cover letters, approaches for informational interviews, creation of LinkedIn profiles, development of a personal brand, and preparation for telephone and face-to-face interviews. A student employee team of trained Peer Career Advisors assists with drop-in hours, peer mentoring, and special events.

Students are encouraged to begin the career development process during their first year at HPU. Students who take the initiative to begin as freshmen will be prepared to tackle internship and career searches and graduate school applications. We strongly encourage students to participate in informational interviews, seek opportunities for job shadowing, and complete multiple internships (not necessarily for academic credit). All of these experiences help to clarify areas of interest and develop professional skills that complement classroom learning and enhance future employability.

Career-Related Coursework. Students have the opportunity to take EXP 1401, EXP 1402, or complete an internship for course credit. EXP 1401, EXP 1402, and credit-bearing internships are designed for students to engage in career exploration and development.

EXP 1111. Leading Self: Self-Awareness, Learning about Yourself and Your City. Research shows the most effective leaders are self-aware in that they know their strengths, weaknesses, and are willing to improve. In this class, Leadership Fellows will focus primarily on learning about themselves, the city in which their university resides, and team building with their peer mentoring team members. *One credit.*

EXP 1401. Exploring Your Major and Career Path. This course provides students with the opportunity to explore various career opportunities and decision-making strategies, which will assist them in their personal, academic, and professional development as well as career-related goal-setting. Particular emphasis is placed on developing awareness of self in a professional environment. *This course is restricted to undergraduate students who have completed at least 16 credits at the start of the term, and is graded Pass/Fail. One credit.*

Relevant Course Policies

- Registrants must be full-time, degree-seeking High Point University students in good disciplinary standing.
- By the start of the course term, students must have at least 16 credits completed at HPU.
- Students must have a minimum overall grade point average of 2.0 and a 2.0 average or better in the major area (if a major has been declared).

EXP 1402. Exploring Your Major and Career Path: Field Experience Only. In this course, students complete a credit-bearing field experience (internship) to gain an awareness of self in a professional environment. Students will explore a career that interests them through completion of 40 or 80 hours at a field experience site. Students planning to complete a credit-bearing field experience must have secured an internship and planned their schedules carefully to ensure an adequate block of time during the spring, summer, or fall semester. Students planning to complete a credit-bearing field experience during the summer must register for the first or second summer session of summer school and are charged accordingly. To enroll in the course, students must complete a credit-bearing field experience application. *One or two credits.*

Relevant Course Policies

- Registrants must be full-time, degree-seeking High Point University students in good disciplinary standing.
- By the start of the course term, students must have at least 16 credits at HPU.
- Students must have a minimum overall grade point average of 2.0 and a 2.0 average or better in the major area (if a major has been declared).
- During the term of the field experience, an electronic weekly time log must be submitted.

- To qualify as a field experience site, hosts must meet the criteria established by the Office of Career and Professional Development. See the Office of Career and Professional Development website for a list of host site criteria.
- On-site visits will occur only if a problem or concern arises that cannot be resolved by telephone, email, video conferencing, or another means of long-distance communication.

Internships. Students are eligible to complete an internship for academic credit when they have earned a minimum of 60 credit hours. *Please check with your individual department to determine if your major has additional requirements related to internships for academic credit.* If you are seeking academic credit and have not yet earned 60 credit hours, please refer to the above mentioned course, EXP 1402.

Having completed a substantial portion of their academic program, juniors and seniors are ready to learn from a workplace setting and contribute their knowledge and skills. Internships are graded on a Pass/Fail basis. Students may earn between three and twelve credits for an internship and are required to work 40 on-site contact hours per academic credit earned. However, some schools and academic departments have unique and specific internship eligibility requirements and policies. It is incumbent upon the student to determine if this is the case for the school or academic department in which the internship will be credited prior to moving forward with plans to complete a credit-bearing internship. Additionally, students planning to complete a credit-bearing internship must plan their schedules carefully to ensure an adequate block of time during the spring, summer, or fall semester. Students planning to complete a credit-bearing internship during the summer must register for summer school online and are charged accordingly. The internship course is numbered at the 4000 level within the academic department of study.

Relevant Internship Policies (*some schools and academic departments have different or additional policies*):

- Applicants must be full-time HPU students in good disciplinary standing.
- By the start of the internship term, applicants must have completed 60 credits.
- The student must have a minimum overall GPA of 2.0 and minimum GPA of 2.0 in their academic major.
- Credit may be earned in the student's major or minor with their academic department's approval.
- Students must complete 40 work hours per academic credit and may apply for internships in increments of three, four, six, eight, ten, or twelve credits.
- Students are limited to a maximum of 12 hours internship credit toward graduation requirements during their academic career.
- During the term of the internship and in addition to a midterm and final evaluation, an electronic weekly time log must be kept and submitted.

The Office of Undergraduate Research and Creative Works

The Undergraduate Research and Creative Works (URCW) program encourages and supports the establishment of collaborative partnerships between nurturing faculty mentors and enterprising students leading over time to the production of finished works suitable for publication, exhibition, or presentation in either professional or public forums. In this way, the overarching goal of the Undergraduate Research and Creative Works program is to provide students with opportunities for inquiry-based or creative experiences that reflect a depth of hands-on involvement that many students would receive only in graduate school or the professional world. These collaborations help develop critical skills that prepare students for competitive career choices in any field. Students who can talk about novel independent projects at job and professional school interviews stand out among the over two million other students they graduate among across the U.S. each year.

Students are encouraged to get involved with the Undergraduate Research and Creative Works program as early as their freshmen year by joining our Research Rookies Program. The Office of Undergraduate Research and Creative Works also awards grants to students to travel to present their work at conferences, hosts the annual High Point University Research and Creative Works Symposium (High- PURCS), publishes a competitive undergraduate journal, and coordinates three summer research programs. More information on these programs can be found on the URCW website, www.highpoint.edu/urcw.

Students interested in participating in collaborative relationships with faculty mentors should contact Dr. Joanne Altman, Director of Undergraduate Research and Creative Works by email at jaltman0@highpoint.edu.

HPU Library Collections

Smith Library is the primary library facility at High Point University. Librarians also staff the Martha Luck Comer Learning Commons in the R.G. Wanek Center, which serves students on the north side of campus, and the Stout School of Education Resource Center, which serves undergraduate and graduate students enrolled in the Education programs. In addition, the campus has three special book collections: the Bassett Furniture Collection, the Nido R. Qubein School of Communication Collection, and the Barry Schultheiss Hayworth Chapel Collection.

Smith Library. Open 7 days a week, 24 hours a day, Smith Library is a 50,000-square-foot facility that houses the university's book, journal and media collections. As the center of information resources and research on campus, the library is responsible for developing and housing a collection used by the High Point University community. Access is provided to a traditional collection and online materials to support undergraduate and graduate majors at the university. The materials at Smith are available to all students, faculty and staff. The collection, which contains 265,000 physical volumes, can be searched via the web catalog. Collections at Smith Library include a North Carolina historical collection, the Thomas Wolfe Collection, a special book collection, and a collection focusing on furniture and interior design. Popular fiction and new books are housed on the main floor of the building and the bulk of the book collection is on the third floor. The four floors of Smith Library contain a variety of study venues. The Lower Level offers group study areas and several high-tech collaboration spaces where students can work together. The library contains 125 computers, a library instruction lab, and a technology lab. The Main Floor of the library houses two computer labs, circulation services, reserves and a current magazine/journal collection. The Third Floor Quiet Study is a place where students can find a quiet study area and browse the bulk of the book collection. The Fourth Floor houses the Office of Academic Services.

The library provides access to a wide range of online resources for our students. Students and faculty have access to 200 databases in a variety of subjects. 51,000 online periodical titles and 450,000 eBooks are included in this content. All of the library materials, physical and digital, can be searched and viewed via the library web catalog which searches university-owned content as well as content at libraries and archives from around the world.



The Martha Luck Comer Learning Commons in the R.G. Wanek Center is a 6,000-square-foot facility that was opened in the fall of 2009 to provide library services and a comfortable, quiet study space for students that live in the R.G. Wanek Center as well as those on the north side of campus. Open 24 hours a day Monday through Friday, and available during the weekend, the librarian-staffed Learning Commons houses computers, a business center, and a book collection of current popular fiction.

The Stout School of Education Resource Center is located in the Stout School of Education and provides access to the University's juvenile and curriculum materials collection. It is open mornings and afternoons during the fall and spring semesters.

The Bassett Furniture Collection is housed in Norton Hall and is a collection of high-quality resources in the area of furniture styles and industry. This small, highly focused collection is referenced by furniture and design students as they do coursework in their field.

The Nido R. Qubein School of Communication Collection. This autographed collection is made up of works by writers in the field of sales, self-help and other literature relevant to the field of communication. Each of these volumes can be viewed and read in the Nido R. Qubein School of Communication.

The Barry Schultheiss Hayworth Chapel Collection is located in the Hayworth Chapel lounge and is a small collection of religious and devotional materials for students to use while studying in Hayworth.

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

Library Services

Circulation Services is housed in Smith Library and manages the checkout process and the reserve system, where professors may have the library hold materials that students will need for class. Circulating items include books, movies, media equipment, and more. Items are listed on a patron's library account, which can be accessed online. The patron is responsible for all checked-out items and can renew and request items via their library account.

Media Services at Smith Library provides multi-media services to individuals, classes, and other interested groups. Media Services can help with presentations, video, and audio editing, and houses a large media collection made up of cameras and film making accessories. Help is available during the day and students are encouraged to use the media lab for video editing. Virtual reality headsets are the newest addition to the media services lab, and during the semester the staff host several open lab nights to explore VR. Media staff maintain an online collection of 70,000 educational films and an in-house popular movie collection in DVD and Blu-Ray formats. Printing and other professional finishing services are also available to students, faculty, and staff.

The Reference Department provides research help in person and via phone, email, chat, or text message. Reference Department librarians teach information literacy sessions. These "how to" research sessions are offered to students throughout their college career. If a patron of the University needs materials that the library does not hold, the library will provide access by purchasing the items or borrowing them from another library. TALA (Triad Academic Library Association) is an agreement by which our students, faculty and staff have borrowing privileges at regional academic libraries in the area. Our students and faculty can travel to schools such as Wake Forest, UNCG, NC A&T, and Guilford College and borrow materials by showing their High Point University Passport card. Information about these services is included on the Library home page.

Librarians are on the Web. The High Point University community has access to librarians 24 hours a day and 7 days a week, in person, online via e-mail or chat, and by text at 336-289-9974. Seamless off-campus access to online resources is available to those with a High Point University e-mail username and password. Students, faculty and staff can access information resources, the online book catalog, a listing of our online and paper copies of journals and general information about the library on the library's website: www.highpoint.edu/library.

Special Academic Programming

Fellowships and Awards

The Office of Fellowships and Awards assists High Point University students and alumni in finding and applying for external, highly competitive fellowships, scholarships, summer programs, and awards. The Office currently mentors and advises students applying for one (or more) of about 70 different opportunities; these opportunities may assistance for graduate school, study abroad, summer programs, short- and long-term work/service experience, and much more. Dedicated to High Point University's mission, the Office challenges applicants to synthesize and apply their education by seeking out transformative opportunities at home and abroad. The Office will help high-achieving students find exceptional opportunities, prepare their applications, develop their interview skills, and deepen their understanding of their work inside and outside the classroom.

Students and alumni interested in learning more should contact the Office of Fellowships and Awards. Given the preparation many of these applications require, interested applicants are encouraged to visit the office as early as possible, including during the first year of study at High Point University.

Service Learning

The Service Learning Program engages students in a rigorous interdisciplinary learning experience that promotes their understanding of and commitment to responsible civic leadership. It intentionally aligns and integrates a course's academic objectives with meaningful community service so the academic goals drive the service and the service enhances the academic goals. Service Learning courses especially emphasize the ethical dimension of the subject matter and the subject's relevance to the students' lives. The courses involve experiential opportunities that deepen students' academic learning while benefiting the community, with the aim of developing greater understanding across cultural, racial, and economic barriers. Such learning experiences prepare students to succeed in a dynamic economy and a diverse global community. The Service Learning Program seeks to fulfill the following broad objectives:

1. Promote a campus-wide ethos of reflective, civic-minded service and ethically responsible leadership;
2. Offer HPU students opportunities to serve with the local community to promote the common good;

2. Develop faculty commitment to the local community by supporting teaching and research that respond to the needs of the community and that utilizes the resources of the local community to return benefits to both faculty research and the community.
3. Share the intellectual and human capital of HPU with the local community through mutually beneficial partnerships.
4. Integrate the course material and service experience and apply it through the creation of some product (paper, poster, presentation, program, etc.).
5. Identify complex ethical issues, entertain different perspectives on them, and evaluate one's own position.
6. Understand and address at least one unscripted problem that faces the Piedmont Triad by engaging the community through authentic conversation and leadership.
7. Develop students' appreciation of diversity through engagement with people who are different from them.

The Service Learning Program is central to HPU's mission "to prepare students to lead lives of significance in complex global communities." Some education simply cannot be taught in the classroom; it must be caught as students live into their vocations as highly trained professionals who claim their responsibility to help others in the community. Service Learning empowers students with the skills necessary to discern the problems in their community and create effective partnerships to address them. Our students do more than volunteer, more than offer charity — they help create change. Service Learning is where service, leadership, and ethics meet for the common good.

Individualized Major Program

The Individualized Major Program allows selected students to plan an individualized educational program that stands apart from the established majors currently available at High Point University. Undergraduate students may propose a program and offer appropriate and proper documentation to the Committee on Individualized Majors, which will determine acceptance on the submitted program's merits. If accepted, the student will be assigned an advisor and assisted in working out a contracted individualized major. Any major program for which a proper pattern of studies exists at High Point University will be considered. The individualized major must: (a) fulfill the General Education Requirements; (b) be a coherent and integrated program of study; (c) be limited to those studies that can be supported by the educational resources of the programs

of High Point University, including internships, independent studies, study abroad programs, and work within the Greater Greensboro Consortium; and (d) be academic and experiential work fulfilled predominantly under the guidance of the Committee on Individualized Majors.

Students wishing to pursue this major option should consult Dr. Rick Schneid, Director of Individualized Majors, at fschneid@highpoint.edu.

Independent Study

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





Independent Study Guidelines

1. Normally, this program is recommended for senior level students. First-term freshmen may not enroll in an Independent Study.
2. Students must have a minimum of a 3.0 grade point average to enroll in an Independent Study.
3. Students may register for a maximum of four (4) Independent Studies with only one (1) Independent Study being undertaken in any registration period.
4. An Independent Study must be taught by a full-time faculty member.
5. The following information should be attached to the application form: an abstract of the topic, including the direction(s) of the research, the depth to be explored, the various ramifications and limits of the project, and the method and amount of reporting, including a proposed schedule of meetings between the student and the supervising instructor.
6. Independent Study applications must be approved by the academic advisor, supervising instructor, chair of the department of the independent study course, the chair of the student's major department, and the Dean of the college or school of the student's major.
7. The course will not be entered on the student's record until the Office of Student Accounts has received tuition payment.

Directed Study

1. Directed Study allows a student to complete a course offering on an individual basis with an instructor, outside of the regular classroom setting.
2. Normally, Directed Study is an option only available to students who are within one or two semesters of graduation and who have no alternative means of satisfying department or university graduation requirements except by enrolling for an additional semester(s).
3. Completion of a Directed Study is restricted to courses offered in the current year's Undergraduate Bulletin, not the student's catalog of entry.
4. Directed Study may not be used to repeat a course.
5. Students must have a minimum of a 2.0 grade point average to enroll in a Directed Study.
6. Introductory courses and courses offered every semester are not available as a Directed Study except by special permission of the appropriate College/School Dean and the Provost.
7. Students may register for Directed Study (limited by the availability and willingness of the faculty to supervise such study) during any regular registration period in the academic calendar (a regular semester or summer terms).
8. Students may register for a maximum of four (4) courses by Directed Study, with only one (1) Directed Study being undertaken in any registration period. Any exceptions will be made only by special permission of the Provost.
9. A Directed Study must be taught by a full-time faculty member. The original syllabus of the course will be followed.
10. The minimum student contact with the instructor will be five (5) hours per semester credit. A proposed schedule of meetings between student and instructor should be attached to the application.
11. Directed Study applications must be approved by the academic advisor, supervising instructor, chair of the department of the independent study course, the chair of the student's major department, and the Dean of the college or school of the student's major.
12. The course will not be entered on the student's record until the Office of Student Accounts has received tuition payment.

3-2 Cooperative Engineering Program

(Advisor Dr. Michael Oudshoorn, Webb School of Engineering)

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

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

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

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

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

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

Pre-Professional Programs

High Point University has been very successful in placing graduates in professional programs. Students are allowed a great deal of flexibility in choosing major fields and specific courses within basic admissions requirements, and so careful advising is essential. Students wishing to pursue one of the pre-professional tracks should consult early and work closely with the appropriate pre-professional advisor(s).

Athletic Training

(Advisors: Dr. Dan Tarara, Department of Exercise Science & Dr. Jolene Henning, Department of Athletic Training)

Students interested in pursuing a career in Athletic Training and sitting for the national Board of Certification (BOC) examination are advised to complete the B.S. in Exercise Science with a concentration in Health and Wellness in order to complete suggested prerequisites for application to a Master of Science in Athletic Training degree program. Common prerequisites required for application to a master's degree program include Anatomy, Physiology, Chemistry, Physics, Exercise Physiology, Biomechanics, Nutrition, Exercise Testing and Prescription, and Health Behavior Change. Students are also encouraged to obtain clinical observation hours under the supervision of a certified athletic trainer.



Dentistry

(Advisor: Dr. Heather Ahrens, Department of Biology)

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

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

**Required Courses
(for admission to schools of dentistry)**

	<u>Credits</u>
English Composition and Literature.....	8
BCH 3010. Biochemistry.....	3
BIO 1500/1501. Principles of Cell Biology and Lab	4
BIO 2001/2001L. Principles of Genetics and Lab.....	4
CHM 1010/1020. General Chemistry.....	8
CHM 2510/2520. Organic Chemistry.....	8
PHY 1510/1520. General Physics or PHY 2010/2020. Fundamentals of Physics.....	8

Additional courses may be required depending upon the program, e.g. microbiology, human anatomy, human physiology, comparative vertebrate anatomy, calculus, statistics, psychology, etc. It is essential that each student planning to seek admission to a school of dentistry be aware of the specific admission requirements for that particular dental school. Requirements vary. Full information is available in the annual publication of the American Association of Dental Schools, Admission Requirements of American Dental Schools.

Engineering

(Advisor: Dr. Michael Oudshoorn, Webb School of Engineering).

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

	<u>Credits</u>
CHM 1010/1020. General Chemistry.....	8
English Composition and Literature.....	4
MTH 1410, 1420, 2410 Calculus I, II, III.....	12
MTH 3410. Differential Equations.....	4
PHY 2010/2020. Fundamentals of Physics.....	8
Humanities and Social Sciences*.....	16
Physical Education activity courses.....	2–4
ECO 2030. Principles of Macroeconomics.....	4
ECO 2050. Principles of Microeconomics.....	4
Students intending to major in chemical engineering should select CHM 2510/2520 in their second year.	

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

Law

(Advisors: Dr. Scott Ingram, Department of Criminal Justice; Dr. Donna Scheidt, Department of English)

Pre-law advising assists students through the law school application process by meeting with students interested in law school and by providing law school-related information to assist students in determining if law school is right for them, preparing for the Law School Admissions Test (LSAT), and selecting the law school that best fits their future goals. Students interested in law school should meet with a pre-law advisor early in their academic career to develop a plan

Law schools do not require students take specific courses. However, there are some courses that will prepare students for the LSAT and for the rigors of law school. Generally, courses in English, History, and Philosophy will develop reading and writing skills. Specific courses include:

	<u>Credits</u>
BUA 3050. Business Law.....	4
COM 3450. Media Law and Ethics.....	4
CRJ 2900. Mock Trial.....	2
CRJ 3100. Criminal Law.....	4
CRJ 4300. Crime, Law, and National Security.....	4
HST 3211. Case Studies in American Legal History.....	4
PHL 1006. Logic and Critical Thinking.....	4
PHL 3006. Symbolic Logic.....	4

Medicine

(Advisors: Dr. Veronica Segarra, Dr. Dinene Crater, & Dr. Kevin Suh, Department of Biology; Dr. Roger Vaughan, Department of Exercise Science; Dr. Kelly Curtis, Department of Psychology)

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

Any area of concentration may be chosen as a major, provided the requisite foundation in the natural and social sciences and mathematics has been obtained. Additional upper level biology courses are recommended for non-science majors.

**Required Courses
(for admission to schools of medicine)**

Credits

BIO 1500/1501. Principles of Cell Biology and Lab.....	4
BIO 2001/2001L . Principles of Genetics and Lab.....	4
CHM 1010/1020. General Chemistry and Lab.....	8
CHM 2510/2520. Organic Chemistry and Lab.....	8
PHY 1510/1520. General Physics or PHY 2010/2020. Fundamentals of Physics.....	8

Often Required Courses

BCH 3010. Biochemistry.....	3
MTH 1410. Pre-Calculus.....	4
STS 2020. Introduction to Statistics.....	4

It is essential that each student planning to seek admission to a school of medicine be aware of the specific admission requirements for that particular medical school. Requirements vary. Additional courses in biology, mathematics and statistics may be required. Full information is available in the annual publication of the Association of American Medical Colleges, Medical School Admission Requirements. Students seeking admission to an osteopathic medical program need to be aware of the specific admission requirements for the particular program.

Ministry

(Advisor: Dr. Christopher A. Franks, Department of Religion and Philosophy)

Students discerning a call to ministry may pursue any major of their choice, provided the courses taken offer a strong background in the liberal arts. Seminaries look for students who show developing gifts and skills for ministry, with significant exposure to English language and literature, history, philosophy, psychology, religion, social science, and foreign language. Students considering some form of ministry will also want to choose curricular and extra- curricular involvements that will help to clarify their vocational commitments. High Point University has a number of scholarships designated for pre-ministry students. To inquire, contact the pre-ministry advisor. Visit pre-ministry advising online at <http://www.highpoint.edu/preprofessionalprograms/ministry/>.



Pharmacy

(Advisors: Dr. Buddy Lingle, *Fred Wilson School of Pharmacy*; Ms. Angela Kinsey, *Office of Student Success*)

Students will apply to pharmacy school during the academic year before the year of enrollment. Students must have successfully completed at least two years of prerequisite courses prior to entering pharmacy school. Because of the variation in requirements for different schools, it is essential for students to consult closely and early with the Pharmacy Advisor.

Prerequisite courses commonly required include:

	<u>Credits</u>
BIO 1500/1501. Principles of Cell Biology/Lab	4
CHM 1010/1011. General Chemistry I/Lab	4
CHM 1020/1021. General Chemistry II/Lab	4
MTH 1410. Calculus I.....	4
BIO/PHS 2061/2061. Human Physiology/Lab	4
BIO/ANA 2070/2071. Human Anatomy/Lab	4
CHM 2510/2511. Organic Chemistry I/Lab	4
CHM 2520/2521. Organic Chemistry II/Lab	4
BIO 3040. Microbiology/Lab.....	4

Applicants should expect to take the Pharmacy College Admissions Test (PCAT) and have multiple hours of clinical, retail and/or service experience. Most schools of pharmacy utilize the PharmCAS common application system. It is essential that each student be aware of specific requirements for a particular pharmacy school as the requirements do vary. Full information is available through individual school websites as well as The American Association of Colleges of Pharmacy.

Physical Therapy/Occupational Therapy

(Advisors: Dr. Tony Kemerly, Dr. Kimberly Reich, & Dr. Dan Tarara, *Department of Exercise Science*)

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

Prerequisites for physical therapy programs typically include:

	<u>Credits</u>
PHS/BIO 2060. Human Physiology	4
ANA/ BIO. Human Anatomy	4
BIO 1500 & BIO 2000.....	8
CHM 1010/1020. General Chemistry	8
PHY 1510/1520. General Physics.....	8
PSY 2000. Psychology	8
STS 2020. Introduction to Statistics	4
BMC 2300. Biomechanics.....	4
EPY 2200. Exercise Physiology	4

Prerequisites for occupational therapy programs typically include:

	<u>Credits</u>
PHS/BIO 2060. Human Physiology.....	4
ANA/BIO 2070. Human Anatomy	4
PSY 2000. Introduction to Psychology	4
PSY 2250. Abnormal Psychology.....	4
PSY 2300. Lifespan Development.....	4
SOA 1020. Introduction to Sociology.....	4
PSY 2100. Statistics for Psychology or STS 2020. Introduction to Statistics.....	4
ATR 1300. Medical Terminology.....	1



Physician Assistant

(Advisors: Dr. Kristin Ackerman & Dr. Jackson Sparks, *Department of Biology*, and Dr. Roger Vaughn, *Department of Exercise Science*)

Students wishing to apply to Physician Assistant (PA) programs should consult with their pre-PA advisor. Specific prerequisites vary with program and students must consult prerequisites of programs to which they will apply. Many programs expect experience with a licensed PA and most PA schools require that applicants have first-hand experience in patient care. For example, this requirement may be satisfied by obtaining CNA (Certified Nursing Assistant) or EMT (Emergency Medical Technician) credentials and working as a Nursing Assistant or Emergency Technician. The amount of experience required varies from 150 to 2000 hours. Most PA programs are Masters level programs. Applicants should expect to take the Graduate Record Examination (GRE) and to hold a Bachelor's degree in order to matriculate into PA programs. Application may be made to some PA programs after completion of 60 to 90 credits of course work. All prerequisite coursework (sometimes with the exception of a single outstanding course) must be completed at the time of application. Applications for summer/fall admittance may be submitted as early as April of the previous calendar year. It is recommended that applications are submitted no later than July 1st, approximately one year prior to matriculation.

Credits

ANA/BIO 2070/2071 . Human Anatomy with Lab or BIO 3071/3071L. Human Anatomy and Evolution with Lab.....	4
ATR 1300. Medical Terminology.....	1
BIO 1500/1501. Principles of Cell Biology with Lab.....	4
BIO 2001/2001L. Principles of Genetics with Lab.....	4
BIO 2040. Microbiology for the Health Sciences or BIO 3040. Microbiology	4
BIO/PHS 2060/2061. Human Physiology with Lab or BIO 3061/3061L. Integrated Human Physiology and Lab or BIO 4010. Animal Physiology	4
CHM 1010/2011. General Chemistry I with Lab	4
CHM 1020/1021. General Chemistry II with Lab	4
PSY 2000. Introduction to Psychology	4
STS 2020. Introduction to Statistics.....	4

Veterinary Medicine

(Advisor: Brett Woods, *Department of Biology*)

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

Credits

BIO 2120. Organismal Biology II: Zoology	4
CHM 1010/1020. General Chemistry/Lab	8
CHM 2510/2520. Organic Chemistry/Lab	8
PHY 1510/1520. General Physics or PHY 2010/2020. Fundamentals of Physics.....	8
MTH 1410. Calculus I.....	4
STS 2020. Introduction to Statistics or STS 2910. Introduction to Statistical Analysis with SAS Applications	4
BIO 3040. Microbiology	4
BIO 3050. Advanced Genetics.....	4
BCH 3220. Biochemistry	3
BIO 3220. Parasitology	4
BIO 4010. Animal Physiology.....	4

For admission to schools of veterinary medicine

A course in Animal Nutrition is strongly recommended by most veterinary schools. Most schools, including High Point University, do not offer an animal nutrition course. Students can take this course via distance learning by an accredited college or university, e.g. North Carolina State University, Oklahoma State University, Purdue University, Rutgers University.

It is essential that each student planning to seek admission to a school of veterinary medicine be aware of the specific admission requirements for that particular school. Requirements vary. In addition to the required courses, students must take the GRE and have a variety of supervised experiences (in some cases the school may specify a number of hours) in the veterinary medical profession (i.e. working with small and large animals in a veterinary practice, zoological medicine) and other animal experiences (i.e. research, volunteer at animal shelter, working at an aquarium, equestrian activities). Requirements vary (e.g., NC State requires a minimum of 400 hours of veterinary experience and 100 hours of animal experience.)

Special Topics Courses

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

Summer School

High Point University offers various summer term options, including workshops. The maximum course load is sixteen credits during the entire summer session, with a maximum of twelve credits during HPU Summer Online. There are a number of special programs which are included as part of High Point University's summer offerings. Summer school information is available in the spring of each year at <http://www.highpoint.edu/summerschool/>, or from the Office of the University Registrar.

Current HPU students do not need to apply to summer school. Students who register with the Office of the University Registrar during the specified dates will be cleared to enroll. All visiting or non-HPU students must apply online at <http://www.highpoint.edu/summerschool/>.

If a student speaks English as a second language, the student must demonstrate English proficiency in order to register for summer school. English proficiency may be demonstrated by the TOEFL score of 500 or above, a transcript from a regionally accredited college or university which indicates English proficiency, or satisfactory assessment in English with each instructor. A summer school application can be found online at <http://www.highpoint.edu/summerschool/>.

The University reserves the right to exclude from summer school any student it deems inappropriate for admission. Admission to summer school does not imply admission for the regular academic year. Students wishing to continue enrollment in the fall semester must complete the normal application process as described elsewhere in this Bulletin.



THE DAVID R. HAYWORTH COLLEGE OF ARTS AND SCIENCES

MAJORS

- Actuarial Science (B.S.)
- Criminal Justice (B.A.)
- Dance (B.A.)
- Data Analytics and Statistics (B.S.)
- English Literature (B.A.)
- English Writing (B.A.)
- French and Francophone Studies (B.A.)
- History (B.A.)
- Human Relations (B.A.)
- Individualized Major (B.A. or B.S.)
- International Relations (B.A.)
- Mathematical Economics (B.S.)
- Mathematics (B.A. & B.S.)
- Music (B.A.)
- Nonprofit Leadership and Management (B.A.)
- Philosophy (B.A.)
- Political Science (B.A.)
- Psychology (B.S.)
- Religion (B.A.)
- Sociology and Anthropology (B.A.)
- Spanish (B.A.)
- Theatre (B.A.)

CONCENTRATIONS

Music Major

- Instrumental Studies
- Piano/Organ
- Voice

Theater Major

- Performance Theater
- Technical Theater
- Collaborative Theater

MINORS

- Anthropology
- Chinese
- Civic Responsibility and Social Innovation
- Creative Writing
- Criminal Justice
- Dance
- Data Analytics
- East Asian Studies
- English Literature
- Environmental Studies
- French and Francophone Studies
- History
- Human Relations
- Italian Studies
- Latin American and Caribbean Studies
- Leadership
- Mathematic
- Music
- Musical Theatre
- Nonprofit Leadership and Management
- Philosophy
- Political Science
- Public and Professional Writing
- Psychology
- Religion
- Sociology
- Spanish
- Statistics
- Theatre
- Women's and Gender Studies

SCHOOL OF ART AND DESIGN

MAJORS

- Design Studies (B.A.)
- Fashion Merchandising (B.S.)
- Interior Design (B.S.)
- Studio Art (B.A.)

CONCENTRATIONS

Design Studies Major

- Graphic Design

MINORS

- Art History
- Fashion Merchandising
- Furnishings and Product Marketing
- Graphic Design
- Museum Studies
- Photography
- Studio Art
- Visual Merchandising Design

THE EARL N. PHILLIPS SCHOOL OF BUSINESS

MAJORS

- Accounting (B.S.B.A.)
- Business Administration (B.S.B.A.)
- Entrepreneurship (B.S.B.A.)
- Finance (B.S.B.A.)
- International Business (B.S.B.A.)
- Marketing (B.S.B.A.)
- Sales (B.S.B.A.)

CONCENTRATIONS

Sales Major

- Furniture Industry

MINORS

- Accounting
- Business Administration
- Economics
- Entrepreneurship
- Finance
- Global Commerce
- Marketing
- Sales
- Social Media Marketing

THE NIDO R. QUBEIN SCHOOL OF COMMUNICATION

MAJORS

- Event Management (B.A.)
- Game and Interactive Media Design (B.A.)
- Journalism (B.A.)
- Popular Culture and Media Production (B.A.)
- Media Production and Entrepreneurship (B.A.)
- Sport Communication (B.A.)
- Sport Management (B.A.)
- Strategic Communication (B.A.)

MINORS

- Event Management
- Game and Interactive Media
- Hospitality Management
- Journalism
- Media Production
- Popular Culture
- Sport Communication
- Strategic Communication

THE STOUT SCHOOL OF EDUCATION

MAJORS

- Education Studies (B.A.)
- Elementary Education (B.A.)
- Health and Physical Education (B.A.)
- Middle Grades Education (B.A.)
- Special Education (B.A.)

LICENSURE AREAS

Secondary Education (9–12 Licensure)

- Biology
- Comprehensive Science
- English
- History/Social Studies
- Mathematics

Special Subjects (K–12 licensure)

- Spanish

Special Education

- General Curriculum K–12
- Adapted Curriculum K–12

MINORS

- Athletic Coaching
- Education Studies
- Health Education
- Special Education

THE WEBB SCHOOL OF ENGINEERING

MAJORS

- Computer Engineering (B.S.)
- Computer Science (B.A. & B.S.)
- Electrical Engineering (B.S.)

CONCENTRATIONS

Computer Science Major

- Cybersecurity

MINORS

- Computer Science

THE CONGDON SCHOOL OF HEALTH SCIENCES

MAJORS

- Exercise Science (B.S.)

CONCENTRATIONS

Exercise Science Major

- Biomechanics
- Exercise Physiology
- Health and Wellness

WANEK SCHOOL NATURAL SCIENCES

MAJORS

- Biochemistry (B.S.)
- Biology (B.A. & B.S.)
- Chemistry (B.A. & B.S.)
- Neuroscience (B.S.)
- Physics (B.S.)

CONCENTRATIONS

- Organismal and Evolutionary Biology
- Molecular/Cell and Biotechnology
- Health Science

MINORS

- Biology
- Chemistry
- Physics



Definition of Academic Terms

Major

A major is a program of study that offers both depth and breadth in a particular academic discipline. The requirements and the curriculum for a major are determined by the academic department offering the major with the appropriate approvals of the High Point University faculty and the Office of Academic Affairs. A major must consist of a minimum of 30 credits and ordinarily will not exceed 80 credits. Please refer to the appropriate academic department section of this Bulletin for details on a specific major.

Concentration

A concentration is an approved set of courses within a major that define a specialty area or specific field of study. The requirements and the curriculum for a concentration are determined by the academic department offering the concentration with the appropriate approvals of the High Point University faculty and the Office of Academic Affairs. Generally, students complete a portion of the core major requirements and then select focused courses to complete the concentration. A concentration must consist of a minimum of 15 credits and ordinarily will not exceed 30 credits. Please refer to the appropriate academic department section of this Bulletin for details on a specific concentration

Minor

A minor is a program of study that offers less depth and breadth than a major. Minors may either complement a major or function as a stand-alone sequence of coursework. The requirements and the curriculum for a minor are determined by the academic department offering the minor with the appropriate approval of the High Point University faculty and the Office of Academic Affairs. A minor must consist of a minimum of 18 credits and ordinarily will not exceed 25 credits. Please refer to the appropriate academic department section of this Bulletin for details on a specific minor.

Course Credit

High Point University operates according to a semester credit hour system and uses the federal definition of the credit hour, along with generally accepted practices in higher education, to determine credit for all coursework. This definition applies equally to courses of varying semester hours, duration, mode of instruction, and for both the graduate and undergraduate level.

Specifically, one semester credit hour is defined as:

1. Not less than 50 minutes of classroom (“direct” or “face-to-face”) faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks, or the equivalent amount of work over a different amount of time.
- or**
2. At least an equivalent amount of work (as outlined in item 1 above) for other academic activities deemed appropriate by High Point University, including laboratory work, internships, practica, studio work, and other approved academic work leading to the award of course credit.

Course Numbering System

The course numbering system at High Point University is used to distinguish among courses that differ in terms of student classification, academic rigor, and learning expectations. In general, lower course numbers reflect introductory coverage of a particular subject with rigor and learning expectations that are appropriate for beginning learners. Higher course numbers reflect more advanced subject matter along with elevated rigor and learning expectations.

1000 – 1999	Freshman Courses
2000 – 2999	Sophomore Courses
3000 – 3999	Junior Courses
4000 – 4999	Senior Courses
5000 – 6999	Masters Courses
7000 – 8999	Doctoral Courses



THE DAVID R. HAYWORTH College of Arts & Sciences

As the university's home for the basic disciplines of human knowledge, the David R. Hayworth College of Arts and Sciences models and encourages intellectual curiosity, critical reflection, ethical deliberation, and aesthetic appreciation. We believe that the liberal arts form the intellectual foundation for a well-lived life. A liberal arts education will also equip you with the broad knowledge and transferable skills you will need to flourish in today's interconnected and changing world. Because we know that you need more than just vocational training, we prepare you to be a skilled communicator and a lifelong learner, with the ability to view the world from a variety of different—and sometimes conflicting—perspectives.

I encourage you to explore the liberal arts at High Point University and to consider pursuing a majors or minor in the David R. Hayworth College of Arts and Sciences. In addition to the humanities and science disciplines that traditionally comprise the liberal arts, the College also houses selected pre-professional programs. Anchored in the liberal arts, these programs develop students' intellectual capacities before they enter their chosen careers, equipping graduates to pursue their chosen careers with thoughtfulness, resourcefulness, and social responsibility.

The teacher-scholars who comprise the College's faculty will help you engage deeply and broadly with liberal arts, whether through general education courses housed in the College or through coursework in the College's many majors and minors. Our faculty serve as active and engaged student advisors and mentors, serving as models, collaborators, and guides for student research and engagement. As influential leaders within their own diverse fields, our faculty members also enrich the cultural and intellectual life of the university with their own widely acclaimed research, scholarship, and creative work.) Because our faculty believe that your success extends far beyond career aspirations, we know that you will emerge from a liberal arts education at High Point transformed: inward and reflective, ready to pursue the common good, and inspired to lead meaningful lives.

We invite you to discover your extraordinary potential in the College of Arts and Sciences.



A handwritten signature in cursive script that reads "Carole B. Stoneking".

Carole B. Stoneking, Ph.D.
Dean of the David R. Hayworth College of Arts and Sciences

"The utmost excellence at which humanity can arrive is a constant and determinate pursuit of justice, without regard to present dangers or advantages."

– Samuel Johnson

Department of Criminal Justice

Dr. Robert Little, *Chair*; Dr. Heather Ahn-Redding;
Ms. Margaret Chrusciel; Dr. Scott Ingram, Ms. Jessica Swanson.

Programs of Study

- Criminal Justice Major
- Criminal Justice Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Criminal Justice, students must complete the following:

B.A. in Criminal Justice

Major Requirements.....	40 credits
University Core Requirements	50 credits
Electives.....	38 credits
TOTAL.....	128 credits

Criminal Justice Major

This exciting program is for students seeking a pre-law major or a career in one of the many fields related to justice such as special agents/federal investigations, emergency and social services, courts, policing, homeland security, counterterrorism, juvenile counseling, adult probation/parole, and corporate security management. Courses in the program focus upon social problems such as crime, violence, drugs, gangs, terrorism, sexual assault, prisons and juvenile delinquency. The intriguing curriculum explores human behavior, social policies, forensics, counseling, trials, rehabilitation, research and management.

Student Learning Outcomes

Upon completing the Criminal Justice Program at High Point University, students will:

1. understand the major issues associated with crime and justice in the United States of America.
2. understand fundamental operations of the major components of the U.S. justice system, including law, law enforcement, courts, trials, corrections, and the rehabilitation/treatment of juvenile and adult offenders.
3. be aware of the multitude of professions and career options associated with our nation's concern with justice.



Requirements for the B.A. in Criminal Justice (40 credits)

Required Core (28 credits)

- CRJ 1900. Intro to the Justice System (4)
 CRJ 2000. Criminology (4)
 CRJ 2800. Police Operations (4)
 CRJ 3100. Criminal Law (4)
 CRJ 3200. Courts and Trials (4)
 CRJ 3400. Research Methods (4)
 CRJ 4200. Institutional Corrections (4) **or** CRJ 4500.
 Probation, Parole, and Community Corrections (4)

Related Electives – Choose three courses from the following (12)

- CRJ 1600. Victimology (4)
 CRJ 1700. Violent Crime in America (4)
 CRJ/WGS1800. Women and Crime (4)
 CRJ 2100. Cyber-Crime (4)
 CRJ 2500. Controlled Substances (4)
 CRJ 2700. Juvenile Justice (4)
 CRJ 2800. Police Operations (4)
 NPL 3300. Counseling and the Helping Professions (4)
 PSC 3320. The Constitution, Civil Liberties and the Courts (4)
 CRJ 3500. Crime Scene Investigation (4)
 CRJ 3800. Comparative Criminal Justice Systems (4)
 CRJ 4000. Terrorism (4)
 CRJ 4100. The Death Penalty (4)
 CRJ 4200. Institutional Corrections (4)
 CRJ 4300. Crime, Law, and National Security (4)
 CRJ 4400. Police Administration and Supervision (4)

Requirements for the Minor in Criminal Justice (20 credits)

- CRJ 1900. Introduction to the Justice System (4)
 CRJ 3200. Courts and Trials (4)
 CRJ 4200. Institutional Corrections (4) **or** CRJ 4500.
 Probation, Parole, and Community Corrections (4)

Take any two other four-credit CRJ courses except
 CRJ 4810. Internship (4).

Course Descriptions

CRJ 1600. Victimology. This course addresses the nature and study of crime victimization and the multitude of issues associated with being the victim of a violent crime. Students will learn the forms of assistance for crime victims, the history of the victim's rights movement, categories of victims and related issues, pioneering theory and research in this subfield, the intersection of victims with police, prosecutors, defense lawyers, judges and correctional agencies. Best practices with victims will be examined as well as future trends and employment opportunities in the field of victimology. *Four credits.*

CRJ 1700. Violent Crime. An in-depth exploration of the most violent acts committed by criminals such as serial murder, rape, arson, abduction, robbery, and aggravated assault. The mind-set, motives, methods, and behavioral profiles of such offenders will be examined in order to reveal the common patterns associated with these violent crimes. *Four credits.*

CRJ/WGS 1800. Women and Crime. This course explores women's involvement in the criminal justice system—from victim and offender to practitioner and service provider. *Four credits.*

CRJ 1900. Introduction to the Justice System. A survey of the controversial concepts and issues associated with crime, police, law, courts, punishment, jails, prisons, and the latest technologies employed in our nation's war on crime. *Four credits.*

CRJ 2000. Criminology. An exploration of the causes of crime. This course examines the theoretical explanations of crime via biological, psychological, social, and cultural models of juvenile delinquency and adult criminal behavior. *Prerequisite: CRJ 1900. Four credits.*

CRJ 2100. Cyber-Crime. This course examines criminal exploitation in the digital world. The course is divided into two parts. The first part provides students with an understanding of the seemingly mysterious world of crimes involving computers. We will examine the basic components of a computer, a network, and other digital devices. This will be followed by an examination of categories of cyber-crime including hacking, identity theft, cyber-stalking, digital piracy, and child pornography. The second part of the course will address the legality of cyber-crime and the interaction of "hackers" and cyber-criminals with the criminal justice system. Famous cases will be examined to showcase the difficulty in combating cyber-crime. *Four credits.*

"The splendor of our country's future rests on its ability to successfully respond to crime, violence, terrorism, and to support international stability and security. The High Point University criminal justice program is designed to prepare students to contribute to these important aims."

– Dr. Bobby Little, Chair, Criminal Justice Department

CRJ 2500. Controlled Substances. This course looks at the variety of dangerous drugs and their impact upon individuals and society. The problems of abuse, addiction, drug trafficking, drug policy, treatment/rehabilitation and drug enforcement strategies are explored in this course. *Four credits.*

CRJ 2700. Juvenile Justice. This course acquaints students with the separate justice system for juveniles in our country. Subjects include common varieties of juvenile delinquency, the unique features of juvenile law, the distinctively different manner in which juvenile cases (compared with adult cases) are handled by police and the juvenile court system, as well as the nature of careers in the juvenile justice field such as positions within the multitude of federal and state juvenile organizations including career options as juvenile court counselors, juvenile program specialists and juvenile detention and rehabilitation personnel. *Prerequisite: CRJ 1900. Four credits.*

CRJ 2800. Police Operations. This course acquaints students with the nature of law enforcement in America with emphasis on police procedures and major issues related to federal, state, and city law enforcement agencies and their operations. Examples of specific topics include police patrol operations and issues, investigations (including interviewing and interrogation principles), special weapons and tactics units (SWAT), as well as the variety of new technologies employed by police in the fight against crime. *Prerequisite: CRJ 1900. Four credits.*

CRJ 2881, 3881, 4881. Special Topics. This course designation is for the creation of special interest courses on an as needed basis. *Variable credit.*

CRJ 2900. Mock Trial. This is an experiential learning course in the area of courts and law. Students in this course will prepare for and participate in the American Mock Trial Association Competition. They will receive a hypothetical case, analyze the case, prepare the case for presentation and present the case. In doing so, they will compete against other universities across the nation. They will learn analytic and presentation skills through the course as well as specific skills such as making opening statements, closing arguments and witness examination. *Prerequisite: Sophomore standing. May be repeated once. Two credits.*

CRJ 3100. Criminal Law. An examination of state law related to major forms of violent personal and property crime. *Prerequisite: CRJ 1900. Four credits.*

CRJ 3200. Courts and Trials. Courtroom battles between defense attorneys and prosecutors are analyzed relative to the trial process in America and the structure of both the federal and state court systems. The operation of trials and courts are emphasized and numerous famous, high-profile cases are analyzed by students in this course. Additionally, students are exposed to new technologies employed by the courts to more efficiently process court cases. *Prerequisite: CRJ 1900. Four credits.*

CRJ 3300. Criminal Evidence. This course examines the idea of "facts" in a criminal case. It begins with our ideas about knowledge. It continues with the legal rules employed to determine what evidence should be used. It concludes with the rules governing acquisition of evidence. Course readings include the Rules of Evidence and significant Supreme Court decisions. *Prerequisite: CRJ 1900. Four credits.*

CRJ 3400. Research Methods. This course introduces students to the basic methods of conducting criminal justice research. Topics include the scientific method, research designs such as experiments, surveys, field research, content analysis, secondary data analysis, as well as basic statistical tools. *Prerequisite: CRJ 1900. Four credits.*

CRJ 3500. Crime Scene Investigation. This course covers the investigation of society's most brutal crimes via the efforts of detectives, criminalists, forensic experts, medical examiners and other investigative specialists. Emphasis is placed upon techniques used in the investigation of major types of crime and the technologies employed to unravel the mystery of crime scenes. *Four credits.*

CRJ 3600. Citizens Police Academy. This is a special interest course taught at the High Point Police Department. The course features presentations made by current high-ranking police veterans on many high-profile police subjects such as the use of force, arrest procedures, vehicle stops, K–9 operations, SWAT tactics, death investigation and more. Students participate in some simulated scenarios and practical exercises. *Offered on a Pass/Fail basis. Two credits.*

CRJ 3650. Life Skills for Inmates. This course is designed to provide a service learning component to the study of criminal justice and corrections. In partnership with the High Point Jail Ministries, students will deliver weekly life skill classes to inmates who are incarcerated at the High Point Detention Center. *Prerequisite: Permission of the instructor. Four credits. [SL]*

CRJ 3700. Sex Trafficking and Domestic Violence.

This course explores gender violence as it manifests in the forms of sex trafficking and domestic violence. These phenomena will be explored as students are engaged in collaboration with a local agency through service-learning. Students will be learning both inside and outside the classroom, which will enable them to apply their academic knowledge to the “real life” situation, and also they will be active participants in one of the agencies in their community. Through service at the agency, students will be given opportunities to improve their professional skills and evaluate their role as citizens. Four credits.

CRJ 3800. Comparative Criminal Justice Systems.

This course examines the criminal justice systems employed by other nations and cultures. It examines aspects of policing, courts, law and corrections in these systems. Emphasis will be placed on the concepts of justice and the procedures used to obtain accurate results used by other nations. In particular, the course will examine the inquisitorial system of justice used by European nations. Attention will also be given to the role of international criminal justice. *Prerequisite: Junior standing. Four credits.*

CRJ 4000. Terrorism. This course examines the variety of domestic and international terror groups, their objectives, philosophies, operations and tactics (including specific terror threat scenarios and methods of mass destruction), as well as our nation’s technologies and countermeasures designed to combat terrorist organizations. *Prerequisite: CRJ 1900. Four credits.*

CRJ 4100. The Death Penalty. A look at the historical evolution of death as a criminal penalty and the multitude of fascinating issues surrounding this controversial sentence. *Prerequisite: CRJ 1900. Four credits.*

CRJ 4200. Institutional Corrections. The punishment, treatment, and rehabilitation of criminals is explored in this course as students learn about sentencing, jails, prisons, and various programs designed to deal with a diverse institutionalized criminal population. *Prerequisite: CRJ 1900. Four credits.*

CRJ 4300. Crime, Law, and National Security. This course addresses the problems and issues confronting America in regard to national security. The role and duties of national security policy makers are discussed. The intersection of civil, criminal and military law is explored, as well as issues that relate to terrorism and related

crimes that threaten national security. Policies related to the collection of surveillance and intelligence data are discussed as well as the protection of such information. *Prerequisite: Junior standing. Four credits.*

CRJ 4400. Police Administration and Supervision.

This course is designed to give students the requisite skills to go beyond the rank of field agent/line officer and assume responsibilities associated with executive positions such as police chief or other upper-level administrative positions. Subjects explored include the unique police organizational structures, crime fighting programs, police policies/procedures and innovative strategies to effectively administer law enforcement organizations. *Prerequisite: CRJ 1900. Four credits.*

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

CRJ 4500. Probation, Parole, and Community Corrections. This course focuses on punishments that are served within the community rather than in prison or jail. A critical examination of probation and parole will be offered, as well as an overview of community-based treatment programs that have effectively reduced recidivism. The rationale for these alternative sanctions will be discussed, as well as the problems with traditional incarceration. *Prerequisite: CRJ 1900. Four credits.*

CRJ 4810-4815. Internship. An experiential study of the nature and operations of a justice related agency or organization via personal observations and discussions with agency personnel. All university requirements must be fulfilled to complete an internship. *Prerequisite: Permission of the Department Chair and completion of the university internship application process. Variable credit.*



"What is wonderful about great literature is that it transforms the man who reads it towards the condition of the man who wrote and brings to birth in us also the creative impulse."

– E.M. Forster

Department of English

Dr. Bryan Vescio, *Chair*; Dr. Laura Alexander; Dr. Charmaine Cadeau; Dr. Matthew Carlson; Dr. Michael Flatt; Dr. Nathan Hedman; Ms. Jessica Higgins; Dr. Cara Kozma; Dr. Virginia Leclercq; Ms. Cheryl Marsh; Dr. Holly Middleton; Dr. Lynne Murray; Dr. Timothy O'Keefe; Dr. Jacob Paul; Dr. Melissa Richard; Dr. Donna Scheidt; Dr. Leah Schweitzer; Dr. Kirstin Squint; Dr. Erin Trauth; Ms. Allison Walker.

Programs of Study

- English Major (B.A.)
- Literature Minor
- Creative Writing Minor
- Public and Professional Writing Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of English, students must complete one of the following:

B.A. in English

Major Requirements.....	37 credits
University Core Requirements.....	50 credits
Electives.....	41 credits
TOTAL.....	128 credits

English Major

Mission Statement

The mission of the English department is to promote literacy, which we define as the ability to read analytically, think critically, and communicate with precision and originality. As a core liberal-arts discipline, English provides students with comprehensive and rigorous instruction in language skills, enhancing their ability to express themselves — both verbally and in writing — with the clarity, persuasiveness, and intellectual sophistication that distinguish university-educated individuals. The study of English literature and language also helps students develop and refine their aesthetic sensitivity, logical rigor, and capacity for seeing the world as ethically complex and multifaceted. Through its courses in composition, literature, rhetoric, and writing, and through its sponsorship of co-curricular events centered on the analysis and production of textuality in various forms, the English department enhances the informational and technological literacy of High Point students, preparing them for success in a wide range of educational and professional endeavors.

Student Learning Outcomes

Students who complete the English degree at High Point University should be able to:

1. demonstrate an understanding of social, cultural, or historical contexts of multiple discourses, debates, traditions, or literatures;
2. Interpret texts using a variety of reading strategies and theoretical approaches;
4. research and construct rhetorically effective texts that present compelling evidence and contribute productively to relevant conversations;
5. communicate a nuanced command of generic, aesthetic, formal, and stylistic conventions appropriate to a given context;
6. evaluate how language constructs, maintains, and subverts identities, communities, and power structures.

Requirements for the B.A. in English (37 credits)

A. Required Writing and Literature Courses (8 credits)

Select two courses from the following list:

- ENG 2122. Introduction to Creative Writing (4)
- ENG 2125. Introduction to Public and Professional Writing (4)
- ENG 2720. British Literature I (4)
- ENG 2730. British Literature II (4)
- ENG 2820. American Literature I (4)
- ENG 2830. American Literature II (4)

B. Required 2000-Level Course (4 credits)

Take any additional 2000-level course in English, except ENG 2200, ENG 2217, ENG 2220, ENG 2225, ENG 2239, and ENG 2249.

C. Required Upper-Level Courses (24 credits)

Take any six additional courses at the 3000-level or above. At least two courses must be at the 4000-level.

D. Senior Capstone (1 credit)

- ENG 4998. Senior Portfolio (1)

D. Senior Capstone (1 credit)

At least one of the courses used to meet the requirements in Sections B or C must include one of the following courses or a designated service-learning course.

- ENG 3910. Multi-Ethnic Literature of the United States (4)
 ENG 3920. World Literatures (4)
 ENG 3930. Global Anglophone Literatures (4)

Service-Learning Courses

- ENG 2140. Digital Writing for Social Action (4)
 ENG 2230. Literature and Community (4)

Requirements for the Minor in English Literature (20 credits)

Beginning Literature Elective (4 credits)

Take any course between ENG 2200 and ENG 2899.

Historical Survey (4 credits)

Take any course between ENG 2700 and ENG 2899.

Open Elective (4 credits)

Take any course between ENG 3100 and ENG 3999.

Intermediate Literature Elective (4 credits)

Take any course between ENG 3200 and ENG 3999.

Advanced Literature Elective (4 credits)

Take any course between ENG 4200 and ENG 4899.

Requirements for the Minor in Creative Writing (20 credits)

Introductory Writing (4 credits)

ENG 2122. Introduction to Creative Writing (4)

Literature Electives (4 credits)

Take any course between ENG 2200 and ENG 4899

Reading and Writing (8 credits)

Select two courses from the following list:

- ENG 3111. Writing Fiction (4)
 ENG 3112. Writing Poetry (4)
 ENG 3113. Writing Creative Non-fiction (4)

Advanced Reading and Writing (4 credits)

Select one course from the following list:

- ENG 4111. Advanced Techniques in Fiction (4)
 ENG 4112. Advanced Techniques in Poetry (4)
 ENG 4113. Advanced Techniques in Creative Non-fiction (4)

Requirements for the Minor in Public and Professional Writing (20 credits)

Introduction to Public & Professional Writing (4 credits)

ENG 2125. Introduction to Public and Professional Writing (4)

Electives (8 credits)

Select two courses from the following list:

- ENG 2130. Professional Writing in the Medical Humanities (4)
 ENG 2135. Technical Writing (4)
 ENG 2140. Digital Writing for Social Action (4)
 ENG 2150. Writing About Science (4)
 ENG 3110. Studies in Writing, Language, & Literacy (4)
 ENG 3115. Style (4)
 ENG 3120. Proposal Writing (4)
 ENG 3150. Writing Analytics in the Data Revolution (4)
 ENG 4110. Digital Storytelling (4)
 ENG 4114. Advanced Study in Rhetoric and Literacy (4)
 ENG 4120. Research in Writing Studies (4)
 ENG 4140. Community Writing (4)
 ENG 4150. Rhetoric, Identity, and Culture (4)

Advanced Electives (8 credits)

Select two courses from the following list:

- ENG 3110. Studies in Writing, Language, & Literacy (4)
 ENG 3115. Style (4)
 ENG 3120. Proposal Writing (4)
 ENG 3150. Writing Analytics in the Data Revolution (4)
 ENG 4110. Digital Storytelling (4)
 ENG 4114. Advanced Study in Rhetoric and Literacy (4)
 ENG 4120. Research in Writing Studies (4)
 ENG 4140. Community Writing (4)
 ENG 4150. Rhetoric, Identity, and Culture (4)

Note: If ENG 2720, ENG 2730, ENG 2820, or ENG 2830 is taken to satisfy a General Education requirement, it may not also be used to satisfy a requirement of the English major or minor.



Course Descriptions

ENG 1100. Writing Studio. This course is a supplemental, elective course for students enrolled in ENG 1103 who need extra time and help with their writing. The course combines small group tutoring, workshops, and library instruction to help supplement and support what is being learned in ENG 1103. *One credit.*

ENG 1101. Invention and Analysis I. This course introduces the concept of rhetorical invention and begins students' education in college-level analysis. It empowers students to use writing to investigate concepts, issues, and events in ways that eschew obvious meanings and common conclusions. Emphasis is placed on the social nature of writing, and students will practice a variety of invention, revision, and reflection techniques en route to final portfolios of their work. The assignments prioritize abstract thinking, relationship building, and the importance of public resonance in academic writing. *Two credits.*

ENG 1102. Invention and Analysis II. This course deepens students' understanding of the relationship between rhetorical invention and intellectual analysis. It introduces strategies for composing arguments in public and academic settings, and provides opportunities to work in multiple genres and writing environments. Students will learn research techniques and develop ways of assessing and incorporating primary and secondary sources. Emphasis is placed on the social nature of writing, and students will practice a variety of invention, revision, and reflection techniques en route to final portfolios of their work. *Prerequisite: ENG 1101. Two credits. [W]*

ENG 1103. College Writing and Public Life. This course engages students in writing projects designed to strengthen their interpretive and analytical skills while empowering them to investigate and respond to issues confronting their various communities. Emphasis is placed on the social nature of writing, and students will practice a variety of invention, revision, and reflection techniques en route to final portfolios of their work. Students will develop efficient research strategies and learn to incorporate and converse with the ideas of others. The course also emphasizes technological literacy. *Prerequisite: Placement in ENG 1103. Four credits. [W]*

ENG 2122. Introduction to Creative Writing. Introductory instruction in analyzing, evaluating, and writing fiction, poetry, and creative non-fiction. *Prerequisite: ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered every fall and spring. Four credits.*

ENG 2125. Introduction to Public and Professional Writing. Students in this course examine the theory and practice of writing in different professional and public discourse communities. Emphasis will be placed on developing a working critical vocabulary, analyzing how to write appropriately for different audiences, and producing work that demonstrates the ability to move between them. *Prerequisite: ENG 1102 or ENG 1103, or enrollment in the Honors Scholars Program. Course is normally offered every fall and spring. Four credits.*

ENG 2130. Professional Writing in the Medical Humanities. This course introduces students to the principles and practices they will need as writers in the health professions. The skills developed in this course will help students understand and respond in professional writing situations. This course focuses on the presentation of specialized information to a variety of different audiences—doctors, patients, support staff, and loved ones—audiences who will expect clarity, accuracy, and professionalism. By embracing matters of ethics, aesthetics, and reflective practices through an exploration of professional writing modes, students will engage the complex rhetorical practice of writing to shape and improve the quality of communication in the health professions. *Prerequisite: ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered every fall and spring. Four credits.*

ENG 2135. Technical Writing. In this course, students will develop an understanding of the writing demands of workplace settings, with an emphasis on critical and rhetorical problem solving. Students will produce a variety of workplace genres and study their conventions and technologies with the aim of understanding how to best respond as writers in professional contexts. The stylistic focus be on clarity and concision. *Prerequisite: ENG 1102 or ENG 1103, or enrollment in the Honors Scholars Program. Course is offered every spring. Four credits.*

ENG 2140. Digital Writing for Social Action. This course introduces students to digital writing as a means of civic engagement and exchange with online publics. Students explore how writing and reading has become more public and participatory with the advent of Web 2.0 platforms and technologies, examine principles of digital writing in light of how readers gather and interact with information differently online, and consider writing in digital spaces as citizen agency and social action. Students also build skills for writing in digital environments, including: learning and using digital writing tools and platforms; developing style and content relevant to particular media and audiences; and cultivating and practicing ethical standards for producing web content. *Prerequisite: ENG 1102 or 1103. Course is normally offered in the fall of even-numbered years. Four credits. [SL]*

ENG 2150. Writing About Science. This course will provide students with a thoughtful exploration of the benefits and challenges of accurate scientific communication in the 21st century. How do science writers communicate complicated scientific information in styles that inform and appeal to popular audiences? This course will cover a broad range of scientific contexts, including print and online science journalism, science for social media, and academic research reviews. Students will gain experience in science writing moves such as: integration of statistical evidence; contextual analysis; interview techniques; and strategic search engine optimization (SEO) for a digital audience. *Prerequisite: ENG 1102 or 1103. Course is normally offered in the fall of odd-numbered years. Four credits.*

ENG 2200. Critical Reading and Interpretation.

Organized around one specific theme, topic, or tradition, this course focuses on the close reading and careful analysis of literary texts. Through the study of a limited number of works, students develop their ability to read carefully and to understand the relationships between literary texts and a range of cultural, historical, and/or literary contexts. The course introduces students to some of the terms, critical approaches, and research methodologies necessary for literary study. *Prerequisite: ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Four credits. [L]*

ENG 2217. Post-colonial Literature in English. Readings in selected works by writers from former British and American colonies, with attention to the theoretical and aesthetic issues raised by the emergence of Anglophone literary traditions among formerly colonized peoples. *Prerequisite: ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Four credits. [L]*

ENG/WGS 2220. Women's Literary Tradition. Exploring women's roles as producers and consumers of literature, this course traces the evolution of a women's literary tradition through the reading and discussion of a variety of authors and genres. Rather than follow a strict linear trajectory, the course is arranged thematically to reflect the diversity of women's voices, roles, and experiences. Topics to be covered may include identity and difference, the female body, and marriage and motherhood. *Prerequisite: ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Four credits. [L]*

ENG 2225. African-American Literature. Examines the principal traditions and movements in African American writing and culture from the 1800s to the present, with a concentration on major themes and the evolution of African American voice and identity. *Prerequisite: ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Four credits. [L]*

ENG 2239. Literature of the American South. Readings in the literature of the southern United States from colonization to the present, focusing on the historical and cultural contexts that shape the literary contours of the southern region. Some attention to recent southern literature and its global context. *Prerequisite: ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Four credits. [L]*

ENG 2249. American Humor. Explores both literary and popular culture texts, including folk tales, urban tales, stories, sketches, parodies, comic strips, editorial cartoons, situation comedies, clips from film, caricatures, and stand-up comedy within the context of humor theory. *Prerequisite: ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Four credits. [L]*



ENG 2720. British Literature I. Surveys the major authors, texts, and traditions of early British literature through the “long” eighteenth-century. *Prerequisite:* ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered every fall. Four credits. [L]

ENG 2730. British Literature II. Surveys the major authors, texts, and traditions of British literature beginning with the nineteenth-century. *Prerequisite:* ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered every spring. Four credits. [L]

ENG 2820. American Literature I. Surveys American literature from beginnings to 1865 with special emphasis on the literary movements of colonialism, federalism, and romanticism. *Prerequisite:* ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered every spring. Four credits. [L]

ENG 2830. American Literature II. Surveys American literature from 1865 to the present with special emphasis on the literary movements of realism, naturalism, modernism, postmodernism, and multiculturalism. *Prerequisite:* ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered every fall. Four credits. [L]

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

ENG 3100. Writing Center Theory. Designed for students who wish to work in the Writing Center, this course examines Writing Center and Writing Studio theory, reader response theory, and other theories about practices of responding to student writing in order to develop best practices that can be applied in the Writing Center and in the Writing Studio course. *Prerequisite:* Permission of the instructor. One or two credits.

ENG 3110. Studies in Writing, Language, and Literacy. An introduction to the fields of writing studies, linguistics, literacy studies, and rhetoric. *Prerequisite:* ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered in the spring of odd-numbered years. Four credits.

ENG 3111. Writing Fiction. Practice in analyzing, evaluating, and writing short fiction, focusing on elements of craft such as plot, characterization, point of view, and setting. *Prerequisite:* ENG 2122. Course is normally offered every fall. Four credits.

ENG 3112. Writing Poetry. Practice in writing poetry, with particular attention to the nature of the poetic line, meter,

rhyme, figures of speech, sound effects, and forms like the ballad and sonnet. *Prerequisite:* ENG 2122. Course is normally offered every spring. Four credits.

ENG 3113. Writing Creative Non-fiction. Practice in analyzing, evaluating, and writing literary nonfiction, with particular attention to style, voice, point of view, and setting. *Prerequisite:* ENG 2122. Course is normally offered every other year in alternating semesters. Four credits.

ENG 3114. Topics in Rhetoric and Literacy. Explores how language and text shape social and political realities. Topics may include language and gender, community literacy practices, law and rhetoric, and political rhetoric. *Prerequisite:* ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered in the spring of even-numbered years. Four credits.

ENG 3115. Style. The careful study of writing style through the lenses of grammar theories, linguistics, and literary studies. *Prerequisite:* ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered in the spring of odd-numbered years. Four credits.

ENG 3120. Proposal Writing. This course critically explores the histories, cultures, and contexts of funding that broadly inform the audiences to which proposal writers must speak. Why do funders exist in the U.S. and what motivates their giving? What is (and should be) the role of government? The role of private funders, such as corporations, (social) venture capitalists, and foundations? How can proposal writers work most effectively within this system? How can they best define their own (or their client's) interests and needs? How can they research, understand, and speak to specific funding audiences? Students explore these questions while learning about and practicing proposal writing in diverse contexts and for multiple audiences. Depending on the semester, the course may focus on writing proposals for nonprofit grants, business plans, and/or research projects. *Prerequisite:* ENG 2125 or permission of the instructor. Course is normally offered in the fall of even-numbered years. Four credits.

ENG 3150. Writing Analytics in the Data Revolution. Every two days the human race generates as much data as was collectively produced from the dawn of humanity through 2003. This course introduces students to representative research in the emerging field of Writing Analytics (WA) in an attempt to understand and analyze that digital data and then harness its power to enhance professional communication in digital environments. If you've ever clicked a spellcheck button, you've used a WA tool, a computer algorithm designed to improve human-generated written communication. If you've ever had the effectiveness

of your written communication compromised by an autocorrect error, then you've experienced the limitations of WA technology. The interdisciplinary field of WA comprises a dynamic research community of computer scientists, linguists, and writing studies scholars tackling large scale data analysis in digital writing and educational environments. Students in this course will read scholarly WA studies and experiment with a diverse range of WA tools. How can we use WA technologies to respond in responsible and meaningful ways to writing within our digital communities? Students will explore this question through hands-on experience and then conduct WA research, as users and scholars, to address their own cognitive, inter- and intrapersonal communication within digital learning ecologies. *Prerequisite: ENG 2125 or permission of the instructor. Course is normally offered in the fall of odd-numbered years. Four credits.*

ENG/WGS/GBS 3298. Women Writing Worldwide. This course pairs current feminist theory with contemporary fiction by women writers from around the world. Topics can include construction of the female body, women and work, relationships and family, exile and immigration, and women and war. *Prerequisite: ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered every fall and spring. Four credits.* [L, GS]

ENG/GBS 3299. Other Americas. Readings in selected works by writers from the Caribbean and the Latin American circum-Caribbean with attention to theoretical and aesthetic issues raised by nationalism, colonialism, and post-colonialism in the regions. *Prerequisite: ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered every fall and spring. Four credits.* [L, GS]

ENG 3300. Medieval Literature. A survey of medieval English literature from Beowulf to Chaucer. Students work through key ideas in English medieval self-understanding—love, God, death, afterlife, social and political identities—as they become familiar with a range of older forms and genres (epic, romance, liturgical play, lyric, theological treatise, and tale). Attention is especially paid to the way medieval literature both anticipates and diverts from modern expectations of literature, reading, and being. *Prerequisite: ENG 2200 or equivalent, or enrollment in the Honors Scholars Program. Course is normally offered once every four years. Four credits.*

ENG 3310. Early British Authors. Readings in selected poems, plays, and prose from early British authors. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Course is normally offered once every four years. Four credits.*

ENG 3320. Eighteenth-Century British Literature, 1660-1837. Approaches to readings in British literature from 1660-1837, with particular attention to the intersections between the arts, culture, politics, science, spirituality, and philosophy. *Prerequisite: ENG 2200 or equivalent, or enrollment in the Honors Scholars Program. Course is normally offered once every four years. Four credits.*

ENG 3330. Nineteenth-Century British Authors. Readings in major British genres and authors of the Romantic and Victorian eras, with particular emphasis on understanding the texts in their historical, intellectual, and cultural frameworks. *Prerequisite: ENG 2200 or equivalent, or enrollment in the Honors Scholars Program. Course is normally offered once every four years. Four credits.*



The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.



ENG 3350. Contemporary British Authors. Readings in the major authors of British literature after 1900, with particular attention to literature's role in social commentary, the depiction of warfare, and modernist poetic and narrative techniques. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 3400. Early American Authors. Readings in major American genres and authors from the colonial period to 1865, with particular emphasis on understanding the texts in their historical, intellectual, and cultural frameworks. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 3450. Modern and Contemporary American Authors. Readings in major genres and after 1865, with particular attention to literature's relation to society, the meaning of America, and emergent poetic and narrative techniques. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 3510. Popular Genres. Exploring a particular popular genre (such as science fiction, crime fiction, or children's literature), this course invites students to analyze generic conventions and to interpret representative texts using a variety of critical and theoretical approaches. *Prerequisite: ENG 2200 or equivalent, or enrollment in the Honors Scholars Program. May be repeated once if the topic changes. Course is normally offered once every four years. Four credits.*

ENG 3910. Multi-Ethnic Literature of the United States. Examines the literature of diverse ethnic groups of the United States including, but not limited to, Native American, African American, Asian American and/or Latino/a cultures with special attention to historical, cultural, and intellectual frameworks. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Course is normally offered once every three semesters. Four credits.*

ENG 3920. World Literatures. Readings in major works of non-Anglophone literature from Western and non-Western traditions. *Prerequisite: Permission of the instructor. Course is normally offered once every three semesters. Four credits.*

ENG/GBS 3930. Global Anglophone Literatures. Readings in Anglophone literature with a special emphasis on the history of the British Empire and its legacies around the world. *Prerequisite: ENG 2200 or equivalent, or enrollment in the Honors Scholars Program. Course is normally offered once every three semesters. Four credits.*

ENG 4110. Digital Storytelling. Practice in analyzing, evaluating, and producing creative works in a digital environment, weaving together images, music, narrative and voice in order to create characters, situations, experiences, and insights. This is a studio course with class hours divided between lecture/discussion and lab time. *Prerequisite: Either ENG 3111, ENG 3112, or ENG 3113. Course is normally offered in the spring of even-numbered years. Four credits.*

ENG 4111. Advanced Techniques in Fiction. Advanced work in writing fiction, focusing on voice, perspective, characterization, style, and form. *Prerequisite: Either ENG 3111, ENG 3112, or ENG 3113. Course is normally offered every spring. Four credits.*

ENG 4112. Advanced Techniques in Poetry. Advanced work in writing poetry, focusing on unified sound, imagery, and structure. *Prerequisite: Either ENG 3111, ENG 3112, or ENG 3113. Course is normally offered every fall. Four credits.*

ENG 4113. Advanced Techniques in Creative Non-fiction. Advanced work in writing creative nonfiction, focusing on developing techniques for creating plot and character under the factual constraints imposed by nonfiction, authorial subjectivity and presence, the faulty nature of memory, and the importance of speculation and attitude. *Prerequisite:* Either ENG 3111, ENG 3112, or ENG 3113. *Course is normally offered every other year in alternating semesters. Four credits.*

ENG 4114. Advanced Study in Rhetoric and Literacy. Focused work in a particular topic related to the use and teaching of language and texts. *Prerequisite:* Either ENG 2122 or ENG 2125, or permission of the instructor. *Four credits.*

ENG 4120. Research in Writing Studies. This course introduces students to representative research in the field of Writing Studies. Students will gain a broad sense of the field by reading scholarly research on literacy studies; academic, personal, and digital writing; and composition pedagogy. The course also offers students opportunities to experiment with a range of methodologies used in research in writing and composition studies, and students will engage in a substantial research project using a particular methodology. *Prerequisite:* ENG 2125 or permission of the instructor. *Four credits.*

ENG 4140. Community Writing. Advanced study of the relationship between community and literacy. Students will practice writing within and for specific communities, as well as writing that analyzes how those communities use writing and text to accomplish their tasks. *Prerequisite:* Either ENG 2122 or ENG 2125, or permission of the instructor. *Four credits.*

ENG/WGS 4150. Rhetoric, Identity, and Culture. Advanced study of the theoretical and practical considerations necessary for public writing with respect to the ways that cultures and communities are constructed through language and text. Students will consider the relationship between identity and professional writing as they develop skills such as writing for diverse audiences; assessing sources for credibility, bias, and suitability; and evaluating rhetorical styles for effectiveness. *Prerequisite:* ENG 2125 or permission of the instructor. *Four credits.*

ENG 4305. English Traditions. In-depth study of early English authors *Prerequisite:* ENG 2200 or equivalent, or permission of the instructor. *Course is normally offered in the spring of odd-numbered years. Four credits.*

ENG 4320. Shakespeare. Advanced study of topics in Shakespeare. *Prerequisite:* ENG 2200 or equivalent, or permission of the instructor. *Course is normally offered in the fall of odd-numbered years. Four credits.*

ENG 4400. Modern and Contemporary Authors. In-depth study of the works of 1-2 significant authors from 1900 to the present. *Prerequisite:* ENG 2200 or the equivalent, or permission of the instructor. *Course is normally offered in the fall of even-numbered years. Four credits.*

ENG 4444. Independent Study. Individual study and research under the guidance of a faculty member who offers coursework in the English program. *One to four credits each semester.*

ENG 4500. Critical Theory. Advanced study in the history, philosophy, methods, and practice of literary theory, emphasizing primary sources and application of theory to sample texts. *Prerequisite:* ENG 2200 or equivalent, or permission of the instructor. *Course is normally offered in the spring of even-numbered years. Four credits.*

ENG 4510. Genre Theory. Advanced examination of the theoretical underpinnings of genre, with particular emphasis on the philosophical, experiential, and aesthetic implications of classifying literature according to formal, contextual, and aesthetic categories. *Prerequisite:* ENG 2200 or equivalent, or permission of the instructor. *Course is normally offered once every four years. Four credits.*

ENG 4998. Senior Portfolio. Capstone experience in which students reflect on their learning and compile a portfolio of their best work. *Prerequisite:* Senior standing. *One credit.*



"History is invaluable in increasing our knowledge of human nature because it shows how people may be expected to behave in new situations. Many prominent men and women are completely ordinary in character, and only exceptional in their circumstances."

– Bertrand Russell

Department of History

Dr. Frederick Schneid, *Chair*; Dr. Amanda Allen;
Dr. Jacqueline Arthur-Montagne; Dr. Peng Deng; Dr. Joey Fink; Dr. Michael Kennedy; Dr. Philip Mulder; Dr. Paul Ringel; Dr. Larry Simpson; Mr. Andrew Tzavaras.

Programs of Study

- History Major (B.A.)
- History Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of History, students must complete one of the following:

B.A. in History

Major Requirements	40 credits
University Core Requirements	50 credits
Electives	38 credits
TOTAL	128 credits

History Major

Mission Statement

The goals of the Department of History are to provide students with a comprehensive understanding of human society, past and present, and to develop the critical abilities which they will need to evaluate the modern world.

To further the general purpose of a liberal arts education, the department offers a wide variety of introductory courses covering such topics as the heritage of mankind, the mechanics of political organization, and the relationship of government to society.

The major program is designed to serve the needs of those who intend careers in such fields as government service, law, business, and education.

Students majoring in History who are interested in teacher licensure may complete the additional program requirements in Secondary Social Studies (9-12) offered through the Stout School of Education. Students wishing to pursue Middle Grades teacher licensure (6-9) with a Social Studies concentration must major in the Stout School of Education.

Student Learning Outcomes

Upon completing the History Program at High Point University, students will:

1. gain an understanding of history from the perspectives of several different cultures.
2. understand the methods of critical historical analysis.
3. communicate their knowledge of the discipline effectively.
4. exhibit professionalism and become more engaged with scholarly discourse.

Requirements for the B.A. in History (40 credits)

- 1) Introductory and Intermediate-Level Courses (8)
 - Any 1000- or 2000-level course in the major field (4)
 - Any 1000- or 2000-level course in the minor field (4)

To satisfy this requirement, at least 4 credits must be completed at the 2000-level.

- 2) Research and Experiential Courses (8)
 - HST 2901. Historiography (4)
 - Any 3900-level course (4)
- 3) Advanced Courses (20)
 - Any two 3000-level courses in the major field (8)
 - Any two 3000-level courses from two different minor fields (8)
 - Any one 3000-level elective course in History (4)

Students may elect to substitute a history internship of 4 credits or more for one 4-credit course in their major field.

- 4) HST 4001. Senior Seminar (4)



Major Fields

Area A

Europe

- HST 1101. Foundations in Western Civilization from Ancient Times to the Enlightenment (4)
 HST 1102. Foundations in Western Civilization since the Enlightenment (4)
 HST 1103. Topics in Western Civilization (4)
 HST 1104. War in the West from Rome to the Present (4)
 HST 1105. The Marketplace in Historical Change (4)
 HST 2103. The Second World War: A Global History (4)
 HST 2104. History of the Holocaust (4)
 HST 2111. Britain, Pre-Roman to 1660 (4)
 HST 2112. Britain, 1660-1990 (4)
 HST 3104. Renaissance and Reformation (4)
 HST 3105. Empires, Soldier Kings and Philosophers (4)
 HST 3106. The French Revolution and Napoleon (4)
 HST 3107. The Age of Revolutions and the Birth of Modern Europe, 1815-1914 (4)
 HST 3108. Europe in Crisis, 1914 to 1945 (4)
 HST 3121. Modern Russia (4)
 HST 3191. European Economic History (4)

Area B

United States

- HST 1201. American Beginnings [to 1800] (4)
 HST 1202. American Expansions [1800-1918] (4)
 HST 1203. American Aspirations [1914 to present] (4)
 HST 2201. American Identities (4)
 HST 2202. American Moments (4)
 HST 2205. North Carolina: Perspectives on a State's History (4)
 HST 3211. Case Studies in American Legal History (4)
 HST 3212. American Thought and Culture (4)
 HST 3214. Place and Space in American History (4)
 HST 3218. Asian America (4)
 HST 3221. The Atlantic World in Transition (4)
 HST 3222. Enlightenment and Revelation: Rational and Irrational in America (4)
 HST 3231. Creating the American Consumer, 1850-1929 (4)
 HST 3241. Sex and the City: American Women and the Urban Landscape (4)
 HST 3245. Bombs and Ballet: The Cultural Cold War (4)
 HST 3262. America Consumed: Mall Rats & Made in the U.S.A.: Postwar Consumption at Home & Abroad (4)

Canada

- HST 2301. The Canadian Experiment (4)

Area C

Africa

- HST 1401. Foundations of African History (4)

East Asia

- HST 1501. Introduction to East Asian Civilization (4)
 HST 2511. The Mandate of Heaven: A History of China (4)
 HST 2521. Japanese History (4)
 HST/GBS 3501. United States and East Asia (4)
 HST/GBBS 3511. Revolutionary China (4)
 HST/GBS 3521. Rise of Modern Japan (4)

Latin America

- HST 1601. Foundations of Latin American Civilization (4)
 HST 2601. God, Gold, and Glory: Colonial Latin America (4)
 HST 2602. Revolutionaries and Dictators: Modern Latin America (4)
 HST 3601. Aztecs, Incas, Mayas, and Pre-Columbian Civilizations (4)
 HST/GBS 3602. Native Peoples of Latin America (4)
 HST/GBS 3603. Consumption and Material Culture in Latin America (4)
 HST 3611. From Quetzalcoátl to Kahlo: A History of Mexico (4)
 HST/GBS 3621. History of Brazil (4)

Middle East

- HST 1701. Foundations of Middle Eastern History (4)
 HST 2701. Modern Middle East: 1798-1945 (4)
 HST/PCS 3701. The United States and the Middle East since 1945 (4)
 HST 3702. The Arab-Israeli Conflict (4)

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Course Descriptions

HST 1101. Foundations in Western Civilization from Ancient Times to the Enlightenment.

This course is a survey of Western civilization from its foundations to the eighteenth century, including the evolution of Western society, politics, culture and ideas will be examined.

Four credits. [T]

HST 1102. Foundations in Western Civilization since the Enlightenment.

This course is a survey of Western civilization since the eighteenth century including the emergence of modern thought, politics, economy, society and empire.

Four credits. [T]

HST 1103. Topics in Western Civilization.

This course explores special topics in Western Civilization.

Four credits. [T]

HST 1104. War in the West from Rome to the Present.

This course is an exploration of war and society in Western Civilization from Rome to the present. The course will examine the nature of war and warfare, in addition to the social and cultural dynamic of conflict in the west.

Four credits. [T]

HST 1105. The Marketplace in Historical Change.

This course is an analysis of economic factors and commercial activity in Western Civilization from the Ancient World to the present. These factors will be used as the prism through which the class will study the transformation of societies in Western Civilization.

Four credits. [T]

HST 1201. American Beginnings [to 1800].

This course is a survey of Native American contact with Europeans, cultural interactions in the seventeenth and eighteenth centuries, and the Revolution that created the United States.

Four credits. [T]

HST 1202. American Expansions [1800-1918].

This course is a survey ranging from the presidency of Thomas Jefferson through World War I. This class will explore a variety of expansions that occurred in the United States over this period, including territorial increase and its consequences, the extension of markets, transportation and industry across the continent, the enlargement of the voting public and its access to the political system, and the shift in individual and community perspectives as the nation grew from a collection of relatively isolated rural communities into a mobile and increasingly connected national populace.

Four credits. [T]

HST 1203. American Aspirations [1914 to present].

This course is a survey covering World War I through the present day. This course will investigate America's rise to a world power during the 20th century, paying particular attention to moments when popular, groundswell movements either bolstered America's strength or shook its very structures. Topics covered will include: the state and social reform; structural expansion (physical and economic/ domestic and international); (re)division of racial and gender roles; communist containment; the liberal arc and the reinvigorated right; and America's global role at the dawn of a new century.

Four credits. [T]

HST 1401. Foundations of African History.

This course addresses the major themes in African history from earliest times through African independence. The course examines traditional African social, economic, religious, and political institutions, the African slave trade and the Continent's encounter with the West, the conquest of Africa, colonial rule, and decolonization and self-rule of African states.

Four credits. [T]

HST 1501. Introduction to East Asian Civilization.

This survey aims to introduce students to the cultural foundations of East Asia. In a chronological order, it will illustrate and discuss the origins and evolution of East Asian traditions such as Confucianism, Daoism, Buddhism, Shinto religion and their role in shaping institutions such as the state and family.

Four credits. [T]

HST 1601. Foundations of Latin American Civilization.

This course is a general introduction to the history and society of the region. Major topics to examine are the development of the pre-Columbian civilizations, the Spanish and Portuguese colonialism, the modern societies, and the current challenges of globalization.

Four credits. [T]

HST 1701. Foundations of Middle Eastern History.

This course examines the history of the Middle East from the time of Muhammad and the establishment of Islam in the early seventh century, through the Arab conquest and the time of the Arab caliphates, the time of the Ottoman Empire, the age of European imperialism, and into the modern era. *Four credits.* [T]

HST 2103. The Second World War: A Global History.

This course will explore the military history of the Second World War in the Mediterranean, European and the Pacific Theaters. It will examine the origins and course of the war, strategy, operations, occupation policy and the Holocaust. *Four credits.* [T]

HST 2104. History of the Holocaust. This course will introduce students to the major events, themes, and perspectives that encompass the darkest time in European history, the Holocaust. Topics will include Antisemitism, the rise of Hitler and the Nazi dictatorship in Germany, the Second World War as Hitler's racial war, the Final Solution and the destruction of the European Jews, the death camps, resistance and post war trials and memory. The perspectives of perpetrator, victims, and bystanders will be explored. Through reading, lecture, film, and discussion, this course examines the origins of the Holocaust, how and why it was perpetrated, and its legacy. *Four credits.*

HST 2111. Britain, Pre-Roman to 1660. This course is a survey of Britain from the earliest times until the Restoration in 1660. Featured will be studies of constitutional development, the role of religion, and interplay with the continent of Europe. *Four credits.* [T]

HST 2112. Britain, 1660-1990. This course is a survey of Britain and its empire from Charles II to the end of Mrs. Thatcher's term as prime minister. Featured will be studies of growth of parliament, the economic transformation of Britain, the creation and end of empire, and Britain as a world power. *Four credits.* [T]

HST 2201. American Identities. This course will explore the factors that have helped Americans to shape their own biographical identities and how those factors have changed over time. Students will examine a variety of biographical and autobiographical projects as a vehicle for exploring the disparate methods for constructing an American identity. *Four credits.* [T]

HST 2202. American Moments. A course focused on particular years or decades in American history, studying decisive events, people, and changes in the context of

broader themes in the United States. The course will focus on the chronological moment and its legacy in historical and popular memory. Selection of chronological moments will vary with the assigned instructors for the sections of the course. *Four credits.* [T]

HST 2205. North Carolina: Perspectives on a State's History. This course addresses selected topics in the history of the state of North Carolina, its people, and its role in national and international contexts. *Four credits.* [T]

HST 2212. Native Americans and Europeans: Encounters in Early America. A study of exploration, exchange, and settlement as Native Americans and newcomers negotiated over territories and land usage, and a newly created United States developed continental ambitions. Students will explore the geography of expansion and land use, cultural clashes and exchanges, debates and negotiations over control, and many intermediary contested grounds. *Four credits.* [T]

HST 2215. Comparative Slavery and Bound Labor Systems. This course is a comparative exploration of several slave systems in the world (African/Southwest Asian/American) with consideration of slavery's development and evolution over time. Students would have readings on all topic areas, discussions, and both topically specific AND comparative paper assignments based on scholarly secondary sources. *Four credits.* [T]

HST 2217. Slavery and Freedom in America. This course explores systems of labor, exploitation, and racism, which developed in the American colonies and early United States. We will also study African American cultures and anti-slavery movements emerging in America during the enlightenment and revolutionary age. *Four credits.* [T]

HST 2220. Revolutionary America. This course will trace the origins, experience, and legacies of the independence movement of the American colonists from England. We will explore the tensions leading to the break, the many participants and their quests, and the contests over the meaning and memory of the revolution and creation of the American republic. *Four credits.* [T]

HST 2227. The Struggle for Control: A History of American Business and Labor. This course examines the rise of American industry across the 19th and early 20th century, the development of monopoly capitalism, the managerial middle class and the consequent creation of a working-class consciousness, and the labor union movement. Coverage would include both agricultural and industrial labor from the late colonial period through the 20th century; the importance of technology; the labor union

movement and labor struggles; women's labor; and the impact of globalization. Students would, of course, have readings in all areas and written papers; but would also have possibilities of individual or group projects, including oral histories of farmers/industrial workers/skilled craftspeople/union or anti-union supporters, etc., taken in the general High Point/Central Carolina area and used for class reports/papers. *Four credits.* [T]

HST 2230. Civil War and Reconstruction. This course will explore sectional discord and secession, the war and its impact on the soldiers and the home front, the efforts to reconstruct the nation in the decade after the war, and the contests over the meaning and memory of war. *Four credits.* [T]

HST 2235. U.S. in the World: American Foreign Relations. This course will serve as an introduction to America's relationship with the broader world, with a specialized sub-focus on policy developments in one of four regions: Asia; Latin America; the Middle East; and Europe. Special attention will be paid to the concept of the nation-state and discussion surrounding empire, imperialism, colonialism (Orientalism, colonial and postcolonial theory), containment, dependency theory, and globalization. *Four credits.* [T]

HST 2236. America's Vietnam War. This course is a history of America's war in Vietnam, the political context in which it occurred, the experiences of those involved, and its political, social, and cultural consequences. A history of both U.S. military action in the 1960s and 1970s and the social and cultural upheaval it sparked in American society, this course is a history of the war at home and abroad. *Four credits.* [T]

HST/WGS 2240. U.S. Women's History. This survey course will examine the history of U.S. women, place their experiences in the context of political, social, and cultural change, and consider the ways evolving notions of gender both shaped women's lives and broader U.S. history. Students will examine the lives of famous and unknown women and analyze how their experiences reflected the time and situations in which they lived. *Four credits.* [T]

HST 2247. The Long Civil Rights Movement in the United States. Popular conceptions of the civil rights movement center around the 1950s and 60s: Brown v. Board of Education, Greensboro's Woolworth sit-in, Rosa Parks and Martin Luther King, Jr., SNCC and CORE. But equal rights agitation did not appear whole cloth postwar. This course will introduce students to the long civil rights movement.

Students will chart, from the turn-of-the-century forward, the ways the movement started and stalled, changed players and paths, and finally birthed the action of the 1960s and beyond. Particular attention will be paid to local individuals and locations for case studies and sources.

Four credits. [T]

HST 2251. Hollywood and American History. In this course, students will examine a variety of events, issues, and eras of American history as seen through the lens of Hollywood studios. Students will be introduced to the field of history and memory as we watch one film each week, compare the film treatment to other interpretations of the same subject, and discuss how our collective memories of our past are constructed and revised. *Four credits.* [T]

HST 2301. The Canadian Experiment. This course examines Canadian history from the perspective of the peculiar arrangement of its population. Approximately eighty percent of Canada's population resides in a ribbon about one hundred miles deep and about three thousand miles wide. This pattern underpins the study of Canadian history and its institutions. *Four credits.* [T]

HST 2401. Athens and Sparta. This class investigates classical Athens and Sparta as discrete models of ancient Greek political systems and cultural centers. Drawing on the Reacting to the Past curriculum, *The Threshold of Democracy: Athens in 403 B.C.E.*, students "relive" the history of imperial Athens in individual historical roles and navigate key conflicts facing the polis at the end of the fifth century. By the conclusion of this course, students will be able to describe in writing with the historical leaders, events and geography of the classical Greek world and their impact on Western civilization. Students will also be prepared to deliver oral arguments before an audience that draw upon ancient historical and philosophical texts as evidence. *Four credits.*

HST 2405. Roman Emperors. This class investigates the Roman Emperor as both a figure and an institution, from the fall of the Republic to the Empire's geopolitical peak in the second century C.E. Tracing the dynasties of the Julio-Claudians, Flavians, and Antonine rulers, this course examines the scope of the emperor's powers and responsibilities, both within the city of Rome and along the borders of its provinces. As students study the political successions of the early Roman Empire, they will also learn to think critically about the benefits and pitfalls of organizing historical study according to political dynasties. *Four credits.*

HST 2406. The Christian Roman Empire. In 325 CE, at the coastal city of Nicaea, Emperor Constantine convened a council of Christian leaders who would alter the course of Western civilization. The bishops at this First Council of Nicaea had the opportunity to define the terms of their faith, governance, and communities as they saw fit. Their debates on the historical origins of Christianity, and the consensus they sought in the process, have impacted the relation between church and state well into the modern era. The class surveys the history of the Christian Roman Empire in the fourth century, when Constantine had just begun to consider how to unify the church. *Four credits.*

HST 2511. The Mandate of Heaven: A History of China. This course surveys the origins and evolution of the Chinese nation from ancient times to the early 20th century. It will discuss and explain the emergence of the Chinese nation, the development of Chinese culture in the pre-modern period and the revolutionary transformation of Chinese culture in modern times. *Four credits.* [T]

HST 2521. Japanese History. This course surveys the origins and evolution of the Japanese nation from ancient to modern times. It will illustrate and explain topics such as the beginnings of the Japanese nation, the rise of the Yamato state, Japanese adoption of Chinese culture in medieval times, the Meiji Revolution and Japan's self-destruction in the 20th century. *Four credits.* [T]

HST 2601. God, Gold, and Glory: Colonial Latin America. This survey explores the history of the region after the 'discovery' of the New World. This course explores the interactions between Amerindians, Europeans, and Africans. The experiences of Spaniards and Portuguese are contrasted and compared as well as the vibrant and creative responses of the native populations. *Four credits.* [T]

HST 2602. Revolutionaries and Dictators: Modern Latin America. The independence of Latin American countries marks a turning point in the history of the region. This course examines the significant changes occurred from the 1820s to the present times. Changes in terms of economy, politics, ideas, and society are some of the major issues discussed in this course. *Four credits.* [T]

HST 2701. Modern Middle East: 1798-1945. This course examines political, economic, intellectual and religious, and cultural developments that have occurred in the Middle East from the late seventeenth century through recent times. The course emphasizes the challenges that political and economic modernity as well as imperialism have made to indigenous institutions and the responses that arose to such challenges. *Four credits.* [T]

HST 2901. Historiography. This course is required for all history majors, and will initiate the student to the method and orientation of historical research. *Prerequisites: History majors with sophomore or advanced standing; or permission of instructor. Four credits.*

HST 3010. Homer and the Trojan War. This course investigates the history of Bronze Age Greece and the Trojan War through the testimony of Homer's Iliad and the excavations of 19th century archaeologists. We will evaluate Homeric epic as a primary source for early Greek history, and also critique archaeological attempts to reconstruct the Trojan War through written texts and excavated artifacts. Students will have the opportunity to learn not only about the history and culture of the early Greek world, but also the "rediscovery" of ancient Greece in modern Europe. *Prerequisite: successful completion any 1000- or 2000-level HST course, or permission of the instructor. Four credits.*

HST 3040. The Roman Near East. This course traces the formation and development of Roman provinces in the Near East and North Africa from the late Republican period to the early Arab conquests (1st c. BCE – 7th c. CE). Weekly readings introduce students to the foundational political and cultural histories of the provinces Syria, Judaea, Palestine, and Egypt. But we will also explore Roman conflict, diplomacy, and trade with the neighboring empires of the Parthians, Sasanians, and Guptas. *Prerequisite: Any 1000/2000 level history course (excluding HST 2901). Four credits.*

HST 3104. Renaissance and Reformation. This course attempts to integrate the Renaissance and Protestant Reformation through a focus on humanism and its role in the creation and spread of the Reformation. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3105. Empires, Soldier Kings and Philosophers. The course will explore the history of Early Modern Europe from 1603-1789. It was an age of profound change that included the Military Revolution, absolutism, Enlightenment, state -building, cultural and social developments, and the emergence of commercial economies. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3106. The French Revolution and Napoleon. This course will explore the political, diplomatic, military, social and intellectual impact of the French Revolution and Napoleonic Era upon France and Europe. Themes will include the origins and course of the Revolution, the Reign of Terror, Europe's response to the Revolution, and the rise and fall of Napoleon's empire. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3107. The Age of Revolutions and the Birth of Modern Europe, 1815-1914. The course will examine the political, diplomatic, economic, social, military and intellectual development of Europe from the Congress of Vienna to the First World War. The industrial revolution, the revolutionary movements, unification of Italy and Germany, and the age of imperialism are all topics to be explored. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3108. Europe in Crisis, 1914 to 1945. This course will explore the political, diplomatic, military, social and economic developments in Europe from World War I through World War II. Themes will include the changing nature of European politics and society, the rise of Communism, Fascism and Nazism and the impact of the World Wars upon Europe. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3121. Modern Russia. This course is a study of political, economic, social, and intellectual developments that occurred in Russia and the former Soviet Union during the last two centuries. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3191. European Economic History. This course will be an examination of the role economic activity played in the rise of Europe in world affairs. The course will review the "early Renaissance" of the 11th and 12th centuries along with a critique of medieval commerce prior to a more thorough examination of how the "commercial revolution" and banking changes of the early Renaissance era began the integration of the European economy. The course will end with the creation of the integrated European community, post WWII. Featured in the length of the course will be studies of the industrial revolutions, technological changes, modern banking, alteration of government laws to facilitate trade, and the role of empire in economic strength. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3211. Case Studies in American Legal History. This course will focus on a single topic in American legal history; possibilities include constitution writing, the history of family law, or interpretations of the 14th Amendment. Through this more focused process, students will gain more insight into the factors that cause interpretations of law to change over time. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3212. American Thought and Culture. This class will introduce students to the ideas that have shaped American cultures. Students will explore writings, paintings, films, and other forms of expression in an effort to understand how

the ideas of both elites and less reputable members of society become absorbed into the mainstreams of American society. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3214. Place and Space in American History. A study of American historical geography and the importance of place and space in American history. Topics will include the study of rural, urban, and suburban regions, their development, and their relationships, regionalism and regional identities, and the role of expansion in American history. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3218. Asian America. This seminar will introduce students to the experiences of Asian Americans. In an interdisciplinary approach, it will combine history with literary texts to demonstrate and explain the trials and triumphs of Asian immigrants and their descendants in the United States. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3221. The Atlantic World in Transition. This is a reading/discussion/writing course — with a heavy emphasis on cultural development and gaining a better understanding of America's connections to the world. The Atlantic World in Transition is an examination of European, Native American and West African cultures from the immediate "pre-exploration" period of the early 15th century, through first contact situations and the transitional period of cultural exchange from the 17th through 18th centuries. Concentration is given to 1) Western European societies (Spain/Portugal/ England/France/The Low Countries) from the eve of exploration through early colonization efforts, including the developing rivalries over territory in the Americas; 2) Meso-American and Eastern Woodland civilizations in the pre- contact period, the effects of early contact and how relationships evolved with various European arrivals; 3) West African societies and the changes wrought in them by increased European contact, both at home and in the transition of enslaved populations to the Americas. The final portion of the course covers the development of creolized societies in the Caribbean and the early settlements of North, South and Central America as the various cultures cross, intertwine and blend. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3222. Enlightenment and Revelation: Rational and Irrational in America. Cases studies in the intermingling of rational and traditional perspectives as science and enlightenment are developed and unevenly applied in an era of discovery. The case studies will focus on science, discovery, and exploration; popular traditions; the emergence of religious freedom; and clashes and alliances of reason and revelation. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3231. Creating the American Consumer, 1850-1929. This class will explore the growth of consumer culture in the United States. Topics addressed will include corporate efforts to nurture consumption, shifting ideas about the propriety of consuming and about the intersection of consumption and gender, and conflicting interpretations of the positive and negative impacts of consumerism on American society during this period. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3241. Sex and the City: American Women and the Urban Landscape. In this seminar students will examine the relationship between the urban environment and women's history. Special attention will be paid to changes in work—working conditions, types of employment offered, the shifting nature of domestic labor—and leisure. Sample class activities include film viewings and analysis of physical structures (such as multiple readings of New York's Central Park—a place for genteel gender performance in the early 20th century or a dangerous urban wilderness in the 1980s?). *Prerequisite: One 1000- or 2000-level history course or permission of the instructor. Four credits.*

HST/WGS 3242. War, Gender, and the Military in U.S. History. This course examines the ways gender and sexuality shape wartime experiences, investigates the symbolic functions of gender and sexuality in war-making, and considers the ways wars shape peacetime gender norms. A study of key moments in the history of American wars, the course explores both how gender has shaped Americans' understandings and experiences of war, and how wars have framed social constructions of gender. *Prerequisite: One 1000- or 2000-level history course or permission of the instructor. Four credits.*

HST 3245. Bombs and Ballet: The Cultural Cold War. How does a nation win a war without military action? As "containment" came to dominate post-war American foreign policy, it became clear both to American politicians and the public that perception and propaganda would play an important, if not the most important, role in fending off the Soviets and protecting the American Way of Life. This course will introduce students to major battles of the Cultural Cold War; among them the activities of Voice of America, Texan pianist Van Cliburn, the exchange of the New York City Ballet and the Bolshoi, and the international tours of artists Martha Graham, Dizzy Gillespie, and the musical *Porgy and Bess*. Particular attention will be paid to issues of cultural hierarchy, government support of the arts, conceptions of the "American" or "Soviet," the role of consumer culture, and the relationship between the Cold War and civil rights. *Prerequisite: One 1000- or 2000-level history course or permission of the instructor. Four credits.*

HST 3262. America Consumed: Mall Rats & Made in the U.S.A.: Postwar Consumption at Home & Abroad. Students will be introduced in this course to the study of postwar U.S. history through the lens of consumption: what we buy, where we buy it, how we pay for it, and why purchasing power is important personally and politically. Special attention will be paid to the emergence of credit, the development of overseas markets, the landscape of consumption, and contemporary advertising. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST/GBS 3501. United States and East Asia. This seminar explores the origins and development of the relationship between the United States and East Asia. Major topics dealt with in this seminar include the development of trade between the U.S. and China, the opening of Japan, the United States and the Chinese Revolution, world wars in the Pacific world, Korean War, Vietnam War, and the Cold War in East Asia. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]*

HST/GBS 3511. Revolutionary China. This seminar explores the origins, evolution, and decline of the Chinese revolution in the 20th century. Major topics dealt with in this course include the Chinese republican revolution, the early Chinese republic, the rise of the Chinese communist movement, the Chinese civil war, the early People's Republic, and the Great Cultural Revolution. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]*

HST/GBS 3521. Rise of Modern Japan. This seminar explores the experiences of the Japanese in modern times. In an interdisciplinary approach, it will explain the foundations of modern Japan, the Meiji Revolution, Japan's continental expansion to its defeat in World War II and its transformation in the post-WWII period. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]*

HST 3601. Aztecs, Incas, Mayas, and Pre-Columbian Civilizations. This course studies four of the major civilizations of the pre-Columbian world: Mayas, Aztecs, Chibchas, and Incas. This course explores their ideology, economic organization, religion, social structure, and government. Finally, this course also discusses the legacy of these four civilizations. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST/GBS 3602. Native Peoples of Latin America. This course focuses on the enduring legacy and complexity of the native societies from the colonial to the contemporary

scenario. This course examines the cases of Mesoamerica, Brazil, the Caribbean, and the Andes. Topics to be discussed are the colonial conquest, native responses, and the ways in which the Amerindian societies have participated into politics during the modern period. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]*

HST/GBS 3603. Consumption and Material Culture in Latin America. This course examines the relevance of consumption and the study of 'objects' (material cultural) to understand the Latin American past. History is not only the study of 'written' documents. Topics such as environmental management, garbage, architecture, urban planning, consumerism, cuisine, clothes, fashion, and visual arts are important ingredients of this course. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]*

HST 3611. From Quetzalcoátl to Kahlo: A History of Mexico. A survey of the Mexican history since the pre-Conquest period. This course examines the most significant events of Mexican past. This course also examines the rise of the idea of 'Mexicanness' and shows the complexity, diversity, and vibrant elements of the Mexican culture. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST/GBS 3621. History of Brazil. The largest country in Latin America (and the third one in the Americas) has a complex and rich history. This survey explores the history of the 'Terra de Santa Cruz' from the pre-Columbian nomadic civilizations to the modern period. Major topics include the Africanization of Brazil, the Portuguese, Spanish, and Dutch rules, the Empire, the question of the Amazonia, race relations and the concept of 'racial democracy.' Popular culture is also an important issue of this course. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]*

HST/PSC 3701. The United States and the Middle East since 1945. This course is a diplomatic, political, and economic history of American involvement in the Middle East and Europe since World War II. The course presents different interpretations of the role the United States has played in the region. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3702. The Arab-Israeli Conflict. This course is an examination of the dispute that arose between Arabs and Jews from the time of Zionist colonization during the late nineteenth century and the developments that have occurred in this controversy through recent times. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3901. History Detectives. In this course, students will gain hands-on experience of how historians pursue their craft. Students and the professor will spend the semester working collaboratively to research, interpret, and present their findings on a single historical problem selected by the professor. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3902. A Lens on History. This course will introduce students to the production of history using analytical categories such as race, class, or gender. Students will investigate how the method emerged, its basic theories, and most importantly — how the category changes the type of questions history can ask and the evidence used to answer. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3903. Public History. This course is an introduction to the theory and practices of public history, including applications in museum work, historical sites, and archives and public records. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3904. Oral History. This class will introduce students to the research technique of oral history. Students will study the benefits and pitfalls of oral history as a source of historical evidence, take a seminar that trains them to conduct oral history interviews, and interview local community members on a topic collaboratively constructed by the student and professor. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3905. Student Intern Program. *Four to twelve hours credit. (See program description.)*

HST 3908. History on the Road. A course that will combine an intensive classroom experience with an experiential learning trip to historical sites. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3909. Collaborative Research. This course emphasizes active student involvement in the research and writing process with a student working individually with a member of the department faculty. *Prerequisites: One 1000 or 2000 level history course, a 3.45 minimum GPA, and permission of both the instructor and the department chair. Four credits.*

HST 4001. Senior Seminar. This course is required of all history majors. It is a reading and discussion course that covers a specific topic in history. The course emphasizes historiography and considers various interpretations. The student's work in the course will culminate in a substantial research paper done with the close collaboration with a faculty member from the department. *Prerequisite: History majors with senior standing or permission of instructor. Four credits.*

"The successful leader will have, not the loudest voice, but the readiest ear. And his or her real genius may well lie, not in personal achievement, but in unleashing other people's talent."

– Warren Bennis

Department of Human Relations and Nonprofit Studies

Dr. David Bergen, *Chair*; Dr. Christine Cugliari; Ms. Julie Hill; Dr. Elizabeth Jeter; Dr. Sarah Nielsen; Dr. Pamela Palmer.

Programs of Study

- Human Relations Major (B.A.)
- Nonprofit Leadership and Management Major (B.A.)
- Human Relations Minor
- Leadership Minor
- Nonprofit Leadership and Management Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Human Relations and Nonprofit Studies, students must complete one of the following:

B.A. in Human Relations

Major Requirements	40 credits
University Core Requirements	50 credits
Electives	38 credits
TOTAL.....	128 credits

B.A. in Nonprofit Leadership and Management

Major Requirements	40 credits
University Core Requirements	50 credits
Electives	38 credits
TOTAL.....	128 credits

Human Relations Major

The major provides an academic base for students pursuing careers involving interpersonal relationships and emphasizes the human side of professional organizations. Human relations is an academic program grounded in organizational behavior that embraces the theory to practice perspective. Program content integrates an interdisciplinary approach providing a broad-based curriculum based in analytical, conceptual and behavioral studies drawing from the social sciences and organizational theory. Examples of instructional activities utilized within the major that serve to complement the traditional lecture format include group discussions, student debates, panel presentations, individual and group research projects, service learning, civic engagement, external organizational consultation, practica and internships, off-campus observations and interviews, and case study analysis and presentation. Unique to the major in Human Relations is that these nontraditional approaches strengthen student learning while simultaneously demonstrating the very outcomes valued within the curriculum. With emphasis on a pedagogical approach that is both theoretical and experiential in nature, academic focus is on contemporary knowledge related to the optimization of human interaction for increased performance within the work environment.

The academic major is based upon a core curriculum that addresses the primary competencies in interpersonal and group dynamics, organizational behavior, leadership, conflict resolution, public relations, project management, policy, and research methods. Pedagogical approach is consistent across the curriculum with experiential components integrated into every class. Some courses will meet the experiential component within scheduled class time while other courses will require a significant out-of-class component that solidifies student learning through diverse and comprehensive application of course material. Additionally, a practicum and internship continue to be an integral and required dimension of the major. Required elective choices are personalized to strengthen the major through meeting student interest as related to individualized professional work and graduate study goals.



"Human Relations has provided me with so many opportunities to grow personally and professionally with the support of my professors and the knowledge gained from my classes."

– Cassidy Cloyed, 2010 Graduate

Graduates with a B.A. in Human Relations are prepared to pursue leadership and management positions within local, national, and international organizations. Examples of post-graduation professional roles of majors include management, sales, human resources, marketing, public relations, project management, training and development, and diverse additional areas. Many majors pursue graduate study in programs within business management, marketing, international management, public relations, conflict resolution, and training and development areas.

Student Learning Outcomes

Upon completing the Human Relations program at High Point University, students will:

1. acquire knowledge and skills about human relations from both an individual and systems perspective.
2. acquire expertise in conflict resolution, stress management, group dynamics, leadership development, training and development, project management, policy, social work, nonprofit organizations, and research methodology.
3. demonstrate competencies in the field of human relations through the successful completion of professional experiential learning based projects, practicums, and internships.

Requirements for the B.A. in Human Relations (40 credits)

HRE 1550. Human Relations and Interpersonal Dynamics (4)
COM 2235. Public Relations Techniques (4)
HRE 2370. Conflict Resolution and Stress Management (4)
HRE 2811. Professional Orientation (2)
HRE 3220. Group Dynamics and Team Development (4)
HRE 3811. Human Relations Practicum (2)
HRE 4220. Contemporary Perspectives on Leadership (4)
HRE 4811-4815. Internship (4)
HRE 4880. Policy and Research Methodology (4)

Two courses from the following:

HRE 2900. Organizational Theory and Design (4)
HRE 3550. Project Development and Management (4)
HRE/GBS 3600. The Global Workplace (4)
HRE 4110. Undergraduate Research (4)
HRE 4444. Independent Study (4)
HRE 4450. Seminar in Training and Organizational Development (4)
NPL 3300. Counseling and the Helping Professions (4)

Requirements for the Minor in Human Relations (20 credits)

HRE 1550. Human Relations and Interpersonal Dynamics (4)
HRE 3220. Group Dynamics and Team Development (4)
HRE 4220. Contemporary Perspectives on Leadership (4)
Two additional courses in HRE (8)*

* Excluding HRE 2811. Professional Orientation (2), HRE 4110. Undergraduate Research (4), and HRE 4120. Independent Study (4)

Nonprofit Leadership and Management Major

The Nonprofit Leadership and Management major prepares students for leadership and management positions in the nonprofit sector. Students learn the primary theoretical frameworks of nonprofit management, engage in participatory assignments and projects related to leadership, organizational and community development, and gain professional experience working in a nonprofit organization. Each student develops a career portfolio that outlines and documents professional experiences they obtain throughout various aspects of the program. As students grow and develop, from their experiences, they are advised in preparing for a career in the nonprofit sector.

Graduates with a B.A. in Nonprofit Leadership and Management are prepared to pursue leadership and management positions on the local level, nationally and internationally. Examples of professional roles in a nonprofit organization are volunteer management, executive leadership, fundraising and development, financial management, human resources, marketing and public relations and program development and management.

Student Learning Outcomes

Upon completing the Nonprofit Leadership and Management program at High Point University, students will:

1. acquire knowledge about nonprofits as an individual unit and the nonprofit sector as a whole.
2. acquire expertise of leadership and management specific to nonprofit organizations.
3. demonstrate knowledge of nonprofits as an individual unit, the nonprofit sector, leadership and management by successfully completing an experiential learning practicum and internship.

Requirements for the B.A. in Nonprofit Leadership and Management (40 credits)

- NPL 1250. Nonprofit Organizations and the Voluntary Sector (4)
- NPL 2750. Fundraising and Resource Development (4)
- NPL 2811. Professional Orientation (2)
- NPL 2850. Nonprofit Financial Management (4)
- NPL 3250. Program Design, Management, and Evaluation (4)
- NPL 3300. Counseling and the Helping Professions (4)
- NPL 3811. Nonprofit Leadership and Management Practicum (2)
- NPL 3850. Governance and Leadership (4)
- NPL 4811-4815. Internship (4)
- NPL 4880. Policy and Research Methodology (4)

One course from the following:

- COM 2235. Public Relations Techniques (4)
- HRE 3220. Group Dynamics and Team Development (4)
- HRE 3550. Project Development and Management (4)
- HRE/GBS 3600. The Global Workplace (4)
- HRE 4220. Contemporary Perspectives on Leadership (4)
- HRE 4450. Seminar in Training and Organizational Development (4)
- NPL 4110. Undergraduate Research (4)
- NPL 4444. Independent Study (4)

Requirements for the Minor in Nonprofit Leadership and Management (20 credits)

- NPL 1250. Nonprofit Organizations and the Voluntary Sector (4)
- NPL 2750. Fundraising and Resource Development (4)
- NPL 3250. Program Design, Management and Evaluation (4)
- NPL 3850. Governance and Leadership (4)

Two additional courses in NPL or HRE (8)*

*Excluding NPL 2811. Professional Orientation (2), NPL 4110. Undergraduate Research (4), and NPL 4120. Independent Study (4)

Requirements for the Minor in Leadership (20 credits)

- HRE 2811. Professional Orientation (2)
- HRE 3220. Group Dynamics and Team Development (4)
- HRE 3811. Human Relations Practicum (2)
- HRE 4220. Contemporary Perspectives on Leadership (4)
- HRE 4711. Internship (4)**

One additional course in History or Political Science approved by the appropriate department chair (4)

** HRE 4711 is a unique internship experience and is in addition to internships required within a student's major/minor.

Student Learning Outcomes

Upon completing the Leadership minor at High Point University, students will:

1. acquire knowledge and skills about leadership and leadership development from individual, group and organizational perspectives.
2. acquire expertise in comprehensive human relations theory and practice, leadership theory, leadership development, group and team dynamics, and management theory.
3. Students will demonstrate competencies in the field of leadership and leadership development through the successful completion of professional experiential learning based projects, practicums, and internships.



Course Descriptions

HRE 1550. Human Relations and Interpersonal Dynamics. An examination of the multiple constructs of interpersonal relations linked to achieving both organizational and individual goals and objectives by developing an understanding of human behavior within organizations. Contributing constructs in communication, perception, personality, leadership, motivation, group behavior, organizational structure, change, power, stress, creativity, and values are examined from both theoretical and practical application viewpoints. Topics will include: the interpersonal, technical, and administrative systems of an organization; an overview of project development and management; organizational behavioral effectiveness; and the challenges of the contemporary work environment. *Prerequisites: Freshman, Sophomore or Junior status or permission of the instructor. Four credits.*

HRE 2370. Conflict Resolution and Stress Management. An exploration of the changing nature of work relationships, interpersonal conflict, and stress in contemporary organizations and personal lives. An understanding of conflict resolution, stress management, negotiation, and mediation in work and personal environments will be developed. Consideration is given to interpersonal interactions, individual performance objectives, social structures, the pressure to achieve, job characteristics, the political climate, and finding nonviolent and constructive outlets to manage and dissipate stressful feelings while creating positive solutions to resolve and strengthen human relationships. Role play, simulations, and small group stress management exercises will be demonstrated. *Prerequisite: HRE 1550. Four credits.*

HRE 2500. Introduction to Human Resource Management. A study of the fundamental principles, practices, and critical issues of Human Resource Management (HRM). HRM is a fundamental element of the competitiveness, effectiveness, and sustainability of any organization, as it influences hiring, training, evaluation and compensation, and retention efforts. HRM plays an essential role in attracting quality talent, influencing employee behaviors, and ensuring effective and efficient organizational performance. Major topics of the course include: recruitment and selection, training and development, job analysis and design, performance assessment, policy development, government/global regulations, labor relations, diversity, safety, ethics, and other relevant topics and research applicable to the field

of human resources. *Prerequisites: HRE 1550 and HRE 2370. Four credits.*

HRE 2811. Professional Orientation. The primary focus of this course is to introduce the student to the professional field of human relations including the career decision-making process, job search strategies and skills, and relevant professional workplace resources. Career development for human relations majors will be examined through an exploration of related fields, a review of job descriptions and professional role responsibilities, an introspective critique of one's professional self-identity, and the development of critical job related tools. The student will engage in the practical application of professional skills necessary to identify and secure a practicum experience commensurate with career interest. The practicum experience identified and contracted in HRE 2811 will be completed in HRE 3811. *Prerequisite: Only HRE majors with 8 credit hours completed in the major may enroll in this course. Two credits.*

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

HRE 2900. Organizational Theory and Design. This course introduces "macro" theories of organizations and provides a comprehensive study of current theories and applied research in organizational effectiveness. Topics of study include the study of organizations, classic and contemporary organizational theory, strategy, organizational structure, the external environment, interorganizational relationships, technology, organizational culture and change, decision-making, conflict, power, and politics. Course emphasis is on active learning techniques, such as case analyses, small group exercises, simulations, and fieldwork. *Prerequisite: HRE 1550. Four credits.*

HRE 3220. Group Dynamics and Team Development. Navigating interpersonal relationships within small groups and teams is a necessary skill in the workplace. To that end, this course provides a comprehensive examination of the dynamics of small groups and teams, with particular emphasis on empirical research findings, practical application, and best practices for fostering group effectiveness and team development. Topics of study include group formation, cohesion, group structure, interpersonal influence and power, team leadership, performance, decision-making, and inter-and intra-group conflict. Course emphasis is on active learning techniques

such as case analyses, small group exercises, simulations, and field work. *Prerequisites: HRE 1550 or NPL 1250, and HRE 2370. Four credits.*

HRE 3550. Project Development and Management.

Introduces specific techniques and insights required to implement projects; explores problems of selecting, initiating, operating and controlling projects; addresses the demands and skills needed by project managers; and encompasses the challenges associated with conducting a project involving diverse people and organizations. A faculty supervised project is coordinated and completed in a workplace setting. The project requires implementation and management of a project proposal and action plan. *Prerequisites: HRE 1550 and HRE 3220. Four credits.*

HRE/GBS 3600. The Global Workplace. This course explores intercultural competence dynamics within the interpersonal communication process between people within the workplace. Emphasis throughout this class will be on the contemporary global workplace. Using both a focus on theoretical investigation and practical application, students will develop greater skill and competency with intercultural relations. The course includes exploration of such topics as cultural identity, biases, ethnocentrism, intercultural business communication, global teams, international leadership, and global corporate culture. Course emphasis is on active learning techniques, such as role play, small group exercises, simulations, and community involvement. *Prerequisite: HRE 1550. Four credits. [GS]*

HRE 3811. Human Relations Practicum. This course will give students an introduction to working in the human relations field with an established professional in a leadership/management position. Students will complete a 40 hour practicum experience (contracted in HRE 2811) in a professional setting with an emphasis on learning the practical application of human relations. Completing the practicum experience will assist students with clearly understanding a real world professional position in their area of interest, an opportunity to apply and integrate knowledge acquired from their academic program, and access to experts in the field. Critical to this course is the identification of internship goals and objectives, securing a significant internship experience, and making an effective presentation for approval of the internship experience (to be completed in HRE 4811). *Prerequisites: HRE majors only, HRE 2811. Two credits.*

HRE 4110. Undergraduate Research. Undergraduate Research is designed to allow students to develop and practice research methods, such as independent project design, data gathering techniques, data analysis, and report writing, in collaboration with a faculty member. The course will expand on topics covered in the Policy and Research Methodology course. Students must contract with a faculty member to work on an existing research project or to develop a new project, and a specific list of responsibilities must be developed prior to approval. *Prerequisite: HRE 4880. Credit is variable, and depends on the quantity and depth of work.*

HRE 4220. Contemporary Perspectives on Leadership. An advanced leadership development seminar designed to inform and challenge the student on contemporary themes of leadership theory, principles, and practices. The student will be exposed to a broad range of leadership perspectives through readings, leadership assessments, interactions and discussions with practitioners, leadership workshop creation and delivery, and the development of a comprehensive leadership development plan. Emphasis of human relations on change leadership, organization behavior and management, team development, and organizational leadership will be emphasized. *Prerequisites: HRE 1550 and HRE 3220; junior or senior status. Four credits.*

HRE 4444. Independent Study. The study of a particular research problem with the permission of the department chair and under the supervision of a faculty member in Human Relations. *Variable credit.*

HRE 4450. Seminar in Training and Organizational Development. Provides an overview of the training and development functions in business, education, government, and nonprofit organizations. Students will be introduced to major topics in training and development, including organizational strategy, needs assessment, adult learning, training evaluation, management development, selection of appropriate instructional methods, computer and web-based training, and organizational change and development. Issues in employee development including assessment of employee competencies, opportunities for learning and growth, and the roles of managers in employee development are explored. Application of course concepts will be based in program marketing, proposal writing, funding, workshop development, and evaluation. *Prerequisite: HRE 1550 and HRE 3220. Four credits.*

"In the past four years, I have been gifted with a theoretical understanding of how to create positive change within a community and the opportunity to practice what I have learned inside the classroom. I have also been gifted with caring mentors, professors who want to see me succeed, and the necessary skills to see my dreams become a reality."

-Tiffany Jones, May 2017 Graduate

Nonprofit Leadership major, attending graduate school at Vanderbilt University



HRE 4811-4815. Internship. Off-campus internship experience for junior and senior human relations majors. With faculty sponsorship and department approval, students extend their educational experience through internships in diverse settings related to their major studies. *Prerequisite: Only HRE majors with 20 credit hours completed in the major may enroll in this course. Four credits may be counted toward fulfilling major requirements. Variable credit.*

HRE 4880. Policy and Research Methodology. Policy development, analysis, and implementation are examined within a variety of organizational contexts. Research methods are explored through a practical approach to research and writing in the social sciences. Topics include evaluation of published research, hypothesis development and testing, data collection and analysis, and the writing of a major research report. Emphasis will be placed on the use of empirical evidence in policy creation and writing. Research projects will be formally presented to the public through the Human Relations and Nonprofit Senior Symposium. *Prerequisite: Only HRE majors with 20 credit hours completed in the major may enroll in this course. Four credits.*

NPL 1250. Nonprofit Organizations and the Voluntary Sector. An overview of the role nonprofit and human service organizations hold in contemporary global society. Primary emphasis will focus on the development, leadership, and administration of human services, community programs, and nonprofit organizations. Topics include needs assessments, program development and planning, case management, organizational structure, and working with diverse populations. Readings and discussions will include the political, social, cultural, and economic impacts including advocacy roles involving scientific, environmental, human services, and human rights issues. This course will include a community service component. *Four credits.*

NPL 2750. Fundraising and Resource Development. Fundraising methods, strategies, and techniques are explained relevant to acquiring donation, grants, and social capital to fund and support human services, community programs, and nonprofit organizations. Specific topics include fundraising campaigns and events, donor management, grant writing, and volunteer recruitment and retention. *Prerequisite: NPL 1250. Four credits.*



NPL 2811. Professional Orientation. This course is designed to explain the importance of an academic practicum, secure a practicum site, and provide students with career development in the nonprofit sector. Career development for the nonprofit sector will be examined through an exploration of the depth and breadth of the nonprofit industry, a review of job descriptions and salary information, an introspective critique of one's professional self, the development of a cover letter and resume, and a workshop on networking skills. Students will engage in practical application of the professional skills necessary to identify and secure a practicum experience commensurate with students' career interest. Students will also learn various career development competencies to enhance their professional confidence and prepare them for a practicum (to be completed in NPL 3811) experience. *Prerequisite: Only NPL majors with 8 credit hours completed in the major may enroll in this course. Two credits.*

NPL 2850. Financial Management for Nonprofit Organizations. Financial stability is imperative for mission attainment in nonprofit organizations. This course provides an examination of the fundamentals of financial management necessary for nonprofit managers and

leaders to make sound financial decisions and manage the key functions of bookkeeping, accounting, and financial management. Examples of elements covered in this course include account transactions, budgets, cash flow, and internal systems. *Prerequisite: NPL 1250. Four credits.*

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

NPL 3250. Program Design, Management, and Evaluation. Program management and evaluation concepts, frameworks, and approaches are explained relevant to designing and monitoring the effectiveness of human services and community programs managed by nonprofit organizations. Specific topics include the needs assessment process, goal, process, and outcome-based program evaluation, and the development of evaluation plans. *Prerequisite: NPL 1250. Four credits.*

NPL 3300. Counseling and the Helping Professions. Introduction to the practice and field of counseling and related helping professions through an examination of the history and theoretical basis of the field. Topics include the ethical, moral and legal issues of professional practice and the skills and techniques required of a counselor. Students gain skills in applying theories and methods through use of case studies, role playing, simulations, off-campus observations, and other experiential strategies. *Prerequisite: HRE 1550 or NPL 1250. Four credits.*

NPL 3811. Nonprofit Leadership and Management Practicum. This course will give students an introduction to working in the nonprofit sector and practice performing the duties of nonprofit leaders and managers. Students will complete a 40 hour practicum experience in a nonprofit organization with an emphasis on learning the practical application of nonprofit management. Completing the practicum experience will assist students with clearly understanding a real world professional position in their area of interest, an opportunity to apply and integrate knowledge acquired from their academic program, and access to experts in the field. Students will also identify and develop internship goals and objectives for their internship experience, secure an internship site, and make a presentation for approval of the intern experience (to be completed in NPL 4811). *Prerequisites: NPL majors only, NPL 2811. Two credits.*

NPL 3850. Governance and Leadership. Examination of leadership and governance as they apply to and impact nonprofit organizations. Leadership study will examine theories as well as strategies, styles, skills, and

values. A broad range of exercises will be incorporated to assist student's self-discovery and understanding of leadership. The study of Governance will examine theories of governance, ethics and values, accountability, and fiduciary responsibilities of organization trustees.

Prerequisites: NPL 1250 and NPL 2750. Four credits.

NPL 4110. Undergraduate Research. Undergraduate Research is designed to allow students to develop and practice research methods, such as independent project design, data gathering techniques, data analysis, and report writing, in collaboration with a faculty member. The course will expand on topics covered in the Policy and Research Methodology course. Students must contract with a faculty member to work on an existing research project or to develop a new project, and a specific list of responsibilities must be developed prior to approval. *Prerequisite: NPL 4880. Credit is variable, and depends on the quantity and depth of work.*

NPL 4444. Independent Study. The study of a particular research problem with the permission of the department chair and under the supervision of a faculty member in Nonprofit Leadership and Management. *Prerequisite: Permission of instructor. Four credits.*

NPL 4811–4815. Internship. Off-campus internship experience for junior and senior nonprofit leadership and management majors. With faculty sponsorship and department approval, students extend their educational experience through internships in diverse settings related to their major studies. *Prerequisites: Only NPL majors with 20 credit hours completed in the major may enroll in this course. Four hours may be counted toward fulfilling major requirements. Variable credit.*

NPL 4880. Policy and Research Methodology. Policy development, analysis, and implementation are examined within a variety of organizational contexts. Research methods are explored through a practical approach to research and writing in the social sciences. Topics include evaluation of published research, hypothesis development and testing, data collection and analysis, and the writing of a major research report. Emphasis will be placed on the use of empirical evidence in policy creation and writing. Research projects will be formally presented to the public through the Human Relations and Nonprofit Senior Symposium. *Prerequisites: Only NPL majors with 20 credit hours completed in the major may enroll in this course. Four credits.*



Interdisciplinary Programs

Programs of Study

- International Relations Major (B.A.)
- Civic Responsibility and Social Innovation Minor
- Environmental Studies Minor
- Latin American and Caribbean Studies Minor
- Women and Gender Studies Minor

Degree Requirements

To graduate from High Point University with a degree in International Relations, students must complete the following:

B.A. in International Relations

Major Requirements.....	40-48 credits
University Core Requirements	50 credits
Electives.....	30-38 credits
TOTAL.....	128 credits

International Relations Major

This interdisciplinary major prepares students for professional careers and programs of graduate study that require a deep understanding of the cultural, economic and political forces that shape relations among societies, nations and regions. The program combines the resources and unique perspectives of four distinct disciplines — economics, foreign languages, history and political science. Required coursework provides majors with a foundation in a foreign language, political economy, regional history, quantitative reasoning, and the application of diverse methodologies and perspectives.

Students then choose from a broad range of electives to develop one or more areas of substantive or regional expertise that reflect their primary areas of interest and their expected career path. Majors are encouraged to complement their coursework with practical learning experiences outside of the traditional classroom. Thus, a portion of the degree requirements can be fulfilled by conducting original research, studying abroad or completing internships with international organizations, institutions or agencies. The major provides a strong academic foundation for students who desire to pursue graduate-level studies in law, business, foreign relations, international security, international development, economics, history or political science.

Student Learning Outcomes

Upon completing the International Relations Program at High Point University, students will:

1. be able to make and analyze complex arguments;
2. possess at least enough fluency (in the areas of reading, hearing, and speaking, but not necessarily writing) in another language to be able to explore public discourse of a foreign society;
3. be able to apply a range of major concepts, theories, and research techniques used in the contemporary study of international relations;
4. be broadly trained to understand important international issues from the perspective of several distinct disciplines;
5. be prepared for professional employment or graduate school in a field related to their major.



Requirements for the B.A. in International Relations (40-48 credits)

ECO 2030. Principles of Macroeconomics (4)
PSC 2019. Political Science Research Methods (4)
PSC 2710. International Relations (4)
Foreign language: 2020-level or higher.

After fulfilling the University's general educational requirement for foreign language, majors will complete at least four additional hours in the same language. At least one foreign language course must be taken at the Intermediate-II level or higher.

Select two courses from the following list (8):

PSC/GBS 2510. Comparing Foreign Political Systems (4)
ECO/GBS 3460. International Economics (4)
ECO/GBS 4430. Comparative Economics (4)

Select one course from the following list (4):

HST 1102. Foundations in Western Civilization since the Enlightenment (4)
HST 1401. Foundations of African History (4)
HST 1501. Introduction to East Asian Civilization (4)
HST 1601. Foundations of Latin American Civilization (4)
HST 1701. Foundations of Middle Eastern History (4)

Select two courses, outside of those taken to meet the requirements above, from the following list (8):

ECO/GBS 3460. International Economics (4)
ECO/GBS 4430. Comparative Economics (4)
HST 2103. The Second World War: A Global History (4)
HST 2235. U.S. in the World: American Foreign Relations (4)
HST 2602. Revolutionaries and Dictators: Modern Latin America (4)
HST 2701. The Modern Middle East (4)
HST 3107. The Age of Revolutions and the Birth of Modern Europe, 1815-1914 (4)
HST 3108. Europe in Crisis, 1914 to 1945 (4)
HST 3191. European Economic History (4)
HST/GBS 3501. United States and East Asia (4)
HST/GBS 3511. Revolutionary China (4)
HST/PSC 3701. The United States and the Middle East since 1945 (4)
HST 3702. The Arab-Israeli Conflict (4)
PSC 3511. Ethnic Politics (4)
PSC 3512. Democracy, Development, and Conflict (4)
PSC 4099. Senior Seminar (4)
PSC 4710. International Conflict and Security (4)
PSC 4720. U.S. Foreign Policy (4)
PSC 3510. Latin American Politics (4)

Select one of the following three options:

1. PSC 4099. Senior Seminar.
2. Four credits earned in INR 4810-4815 Student Internship. The internship must be undertaken in the junior or senior year, and credit is subject to departmental approval.
3. Four credits earned in the completion of a semester-long study abroad experience undertaken in the junior or senior year. The hours used to fulfill this requirement may not satisfy other requirements in the major.

Other Requirements:

1. At least three courses at the 3000-level or higher (at least one of these three must be at the 4000-level);
2. No more than four classes may count toward both a major in International Relations and Political Science;
3. International Relations majors may not minor in Political Science.

For additional program information, please contact Dr. Mark Setzler (msetzler@highpoint.edu)

Civic Responsibility and Social Innovation Minor

The Civic Responsibility and Social Innovation Minor prepares students to be active and engaged citizens who understand complex social challenges and how to make change happen. Through a diverse set of interdisciplinary courses, students will develop knowledge of ethics, social and individual identity, civic life, and the tools for social innovation. They will also have the opportunity to form this knowledge through action and in so doing develop skills like program planning, project management, assessment, public speaking, conflict resolution, decision-making, reflection, and effective social change. Through curricular and co-curricular experiences, students will become savvy navigators of community issues and effective advocates for causes of justice, like poverty, food insecurity, education, public health, and more. In keeping with High Point University's mission, students who complete this minor will have a deep understanding of what it takes "to lead a life of significance in complex global communities."

This minor is open to all students. It is also designed to complement the Bonner Leader Program. All Bonner Leaders are expected to obtain the minor as part of their work in the program.



Requirements for the Minor in Civic Responsibility and Social Innovation (21 credits)

All CRSI minors must complete 100 hours of service in the City of High Point, documented and approved by the CRSI Program, before they can enroll in the CSI 4098.

Required courses (13)

- CSI/WGS 2020. Identity, Gender, and Social Justice in High Point (4)
- COM 2210. Persuasive Speaking (1)
- CSI/PHL 3010. Civic Responsibility and Social Innovation (4)
- CSI 4098. Signature Work Praxis I (2)
- CSI 4099. Signature Work Praxis II (2)

Select eight credits from the following list (8):

Any 2000-level or above courses with a Service Learning "SL" designation

or

- CSI 1001. Service and Success Workshop (1)*
- CSI 1002. Civic Engagement Workshop (1)*
- CSI 2001. Civic Leadership Workshop (1)*
- CSI 2002. Community-based Research Workshop (1)*
- ENV 1110. Environmental Science (4)
- SOA 1020. Introduction to Cultural Anthropology (4)
- PSC 2310. American Politics (4)
- ENT 4220. Social Entrepreneurship (4)
- WGS 1000. Introduction to Women's and Gender Studies (4)

*Only Bonner Leaders can enroll in these courses.

For additional program information, please contact Dr. Joe Blosser (jblosser@highpoint.edu).

Environmental Studies Minor

The Environmental Studies minor at High Point University introduces the student to an interdisciplinary experience focusing on local, regional and global environmental challenges. The student will develop an understanding of the relationships between humans and the natural world from the scientific and humanities perspectives. The program strives to give students the opportunity to enhance the development of multiple ways of thinking, problem solving and effective communication skills.

Students completing the environmental studies minor will gain an understanding of science-based decision making in regards to environmental issues. Students will be familiar with the scientific basis of major environmental issues and their possible solutions. Further, students will be able to apply the analytical methods and theoretical perspectives of the social sciences to the issues of environmental problems, management, and policies. These environmental problems will be placed in a historical perspective relating them to various traditions of philosophical, ethical, and religious inquiry. Students pursuing this minor will also develop an appreciation for the role of cultural traditions in shaping people's understanding of humanity's relation to the natural world.

Requirements for the Minor in Environmental Studies (20 credits)

Required courses (8):

- ENV 1110. Environmental Science (4)
- ENV 1120. Issues in Environmental Science (4)

Select three elective courses from the following list (12):

- BIO/ENV 3600. Aquatic Biology (4)
- ECO 3410. Environmental Economics (4)
- GBS/BIO/ENV 3300. Global Change Ecology (4)
- GBS/BIO/ENV 3450. The Hidden Face of Ecuador (4)
- GBS/HST 3603. Consumption and Material Culture in Latin America (4)
- INT/GBS 3240. Global Issues in the Built Environment (4)
- REL/PHL 2019. Environmental Ethics (4)
- REL 3018. Asian Religions and Environmental Concerns (4)
- SOA 3500. Food and Culture (4)
- SOA/ENV 4000. Environment and Society (4)

For additional program information, please contact Dr. Niki Hughes (nhughes@highpoint.edu)

Latin American and Caribbean Studies Minor

The Latin American and Caribbean Studies Minor is an interdisciplinary program focusing on transnational relationships throughout the Americas with an emphasis on the Latin American and Caribbean experience. The program invites students to immerse themselves in the long and complex history and culture of Mexico, the Caribbean, Central America, and South America. Spanning Pre-Columbian to contemporary times, the Minor allows students to explore the literatures, political structures, religions, economies, and forms of artistic expression that characterize the diverse cultures seen throughout the Americas.

Through this program, students will develop a critical and cultural framework as it relates to the various endeavors of the Americas at large. Students will gain an understanding of the multiplicity of cultural contexts through which those in the Americas encounter the various opportunities, endeavors, and challenges that confront us all. In studying cultures not their own, students will come to understand their cultural context as constructed and malleable; as such, students' participation in the minor will itself constitute a transnational experience. The Minor in Latin American and Caribbean Studies also provides multiple opportunities for growth outside of the classroom with film series, lectures, cultural exchanges, experiential learning, and other engaging events.

Students who complete the minor will gain multiple perspectives especially useful in an increasingly globalized world, applicable to any future professional or academic field that they choose to pursue. Latin America and the Caribbean, a region of over six hundred million inhabitants, is of vital importance to the foreign policy and commercial interests of the United States. In-depth knowledge of the region will help HPU students from any discipline differentiate themselves in the eyes of potential employers.

Requirements for the Minor in Latin American and Caribbean Studies (20 credits)

LAS 1000. Introduction to Latin American and Caribbean Studies (4)

Select three of the following core courses. The selected courses must be in different disciplines, and at least one course must be at the 3000-level. (12)

ECO/GBS 4430. Comparative Economics (4)

ECO/GBS 3460. International Economics (4)

HST 1601. Foundations of Latin American Civilization (4)

HST 2601. God, Gold, Glory: Colonial Latin America (4)

HST 2602. Revolutionaries and Dictators: Modern Latin America (4)

HST 3601. Aztecs, Incas, Mayas and Pre-Columbian Civilizations (4)

HST/GBS 3602. Native Peoples of Latin America (4)

HST/GBS 3603. Consumption and Material Culture in Latin America (4)

HST 3611. From Quetzalcoatl to Kahlo: A History of Mexico (4)

HST/GBS 3621. History of Brazil (4)

PSC 3510. Latin American Politics (4)

SPN 3050. Hispanic World Today (4)

SPN 3140. The Caribbean Mix (4)

SPN 3150. Hispanic Culture Through Film (4)

SPN 3230. Literary Genres in Latin American Literature (4)

SPN 3240. Spanish-American Literature I (4)

SPN 3250. Spanish-American Literature II (4)

SPN 3260. Caribbean Literature (4)

SPN/WGS/GBS 3280. Latin American Women Writers (4)

SPN/GBS 3940. Spanish-American Culture and Civilizations (4)

SPN 4020. Seminar on Hispanic Topics (4)

MKT 3750. International Marketing (4)

EDU 4200. Diverse Learners and Culturally Relevant Pedagogy (4)

LAS 4000. Capstone Seminar in Latin American and Caribbean Studies. (4)

Language Requirement. Students enrolled in the LAS minor will complete the Language requirement in Spanish, French or Portuguese.

Language Suggestion. We strongly recommend students pursuing the LAS minor to consider obtaining a language proficiency at or above the Intermediate II level in Spanish, French or Portuguese.

Note. *No more than (1) Spanish course may double count for the Spanish minor and the Latin American and Caribbean Studies minor.*

No more than (2) courses in the minor may count toward the student's major.

For additional program information, please contact Dr. Hayden Carron (hcarron@highpoint.edu)

Course Descriptions

Only course descriptions that are unique to the interdisciplinary programs are listed here. The descriptions of courses housed in other departments may be found in the appropriate department sections of this Bulletin.

CSI 1001. Service and Success Workshop. This course will equip first semester Bonner Leaders with the skills and resources they need to do effective service and succeed in college. In the course students will explore strategies successful students employ in college, they will investigate the context, assets, and problems faced by people in the Piedmont Triad, and they will begin to shape their personal and professional goals for their time at High Point University and beyond. *Prerequisite: Must be a Bonner Leader. One credit.*

CSI 1002. Civic Engagement Workshop. This course equips second semester Bonner Leaders to practice effective service in the diverse community of High Point. The course exposes students to a range of service models, which vary in their effectiveness, helping students craft an empowering and sustainable approach to service. A key part of these approaches must include understanding how to engage with diverse others, reflect on one's own biases, and work across difference. Through exploring race, gender, and religious differences, the course aims to prepare students to enter these difficult conversations in the hope of promoting deeper understanding and real partnerships for service. *Prerequisite: Must be a Bonner Leader. One credit.*

CSI 2001. Civic Leadership Workshop. This course prepares third semester Bonner Leaders to take on greater leadership at their service sites and on the HPU campus. Students will learn key markers of effective leadership, reflect on the systems, stories, and structures of leadership within their particular sites, and develop their own models of leadership. As part of their leadership models, students will reflect on the ethical implications of leadership and consider how they can help transform neighborhoods, non-profits, and student groups to practice responsible civic leadership. *Prerequisite: Must be a Bonner Leader. One credit.*

CSI 2002. Community-Based Research Workshop. This course equips fourth semester Bonner Leaders with the tools they need to effectively map the needs and assets of the communities and organizations in which they work. Bonners will develop their research and

assessment skills as they help their partner sites research an issue critical to the effective functioning of the organization and its core mission. Through their research students will be lead to ask questions of social justice, equality, fairness, and more. *Prerequisite: Must be a Bonner Leader. One credit.*

CSI/WGS 2020. Identity, Gender, and Social Justice in High Point. This course explores the relationship of identity to ongoing social justice movements for equality within the frame of a contemporary U.S. context. As a service learning course, student will partner with community programs that address the individual and collective needs of the city of High Point's residents, enhancing their understanding of course concepts through the application of real world problem solving. The weekly readings and classroom meetings will engage students in a critical examination of identity and social justice theories alongside current events in the High Point community. *Four credits. [SL]*

CSI/PHL 3010. Civic Responsibility and Social Innovation. This course examines the civic responsibilities HPU students have for the world in which they live. Students will learn ethical frameworks through which to analyze a breadth of pressing social issues (like poverty, racism, sexism, educational disparities, etc.). This, however, is more than a class in ethical theory. The class pushes students to engage in social change, social innovation, and best practices for actually making a difference. Students will work on service projects that address the social issues discussed in class, and the course content will help students craft future service projects that aim toward sustainable community change. *Prerequisite: One previous SL course. Four credits. [E, SL]*

CSI 4098. Signature Work Praxis I. This is the first part of the capstone series for the minor in Civic Responsibility and Social Innovation. As a course requiring a "signature work," students are challenged to address an unscripted problem of personal and social significance. Students will complete community-based research projects, community transformation projects, social entrepreneurship endeavors, or other forms of a signature work capstone that draw on students' deep knowledge of the community and their coursework, both in and beyond the minor. This project will require significant writing, reflection, reading, and practical engagement in the community. The Signature Work Praxis develops in students the practices of problem- solving and integra-

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

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tive learning; it prepares students in their fourth-year to go out into the world ready to bring their liberal arts education from High Point University to bear on the professional and social challenges they encounter. *Prerequisite: CSI/WGS 2020, CSI/PHL 3010, and 100 hours of documented and approved service in the City of High Point. Two credits.*

CSI 4099. Signature Work Praxis II. This is the second part of the capstone series for the minor in Civic Responsibility and Social Innovation. As a course requiring a "signature work," students are challenged to address an unscripted problem of personal and social significance. Students will complete community-based research projects, community transformation projects, social entrepreneurship endeavors, or other forms of a signature work capstone that draw on students' deep knowledge of the community and their coursework, both in and beyond the minor. This project will require significant writing, reflection, reading, and practical engagement in the community. The Signature Work Praxis develops in students the practices of problem-solving and integrative learning; it prepares students in their fourth-year to go out into the world ready to bring their liberal arts education from High Point University to bear on the professional and social challenges they encounter. *Prerequisite: CSI 4098. Two credits.*

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

INR 4444. Independent Study. Individual study and research under the guidance of a faculty member who offers coursework in the INR program. *One to four credits each semester.*

INR 4810-4815. Student Internship. Credit-bearing internships are arranged through the Office of Career and Professional Development and the Internship Resource Center. *Three, four, six, eight, ten, or twelve credits.*

LAS 1000. Introduction to Latin American and Caribbean Studies. This course gives cohesion to the minor by organizing and contextualizing the different aspects of the study of Latin America and the Caribbean. The course will explore a number of problems and themes that currently shape Latin American and Caribbean society and culture, including recent political issues, environmental change, economic transformation, migration, and cultural expressions. *Offered once a year. Four credits.*

LAS 4000. Capstone Seminar in Latin American and Caribbean Studies. An interdisciplinary course specifically targeted at reflecting upon, synthesizing, integrating, and applying the knowledge and experience gained in the courses previously taken for the minor. To assess the program learning outcomes, we will use an e-Portfolio. *Additional upper level courses may be designated as "capstone" equivalents. Four credits.*



Women's and Gender Studies

The field of Women's and Gender Studies focuses on the perspectives and practices of women and men in society within both historical and contemporary contexts. Interdisciplinary and multicultural in nature, this program permits students to engage in scholarly inquiry that not only explores, sustains, and integrates diverse perspectives, methodologies, and ideologies but also merges the theories learned in the classroom with real-world practical experiences.

The program's core course, which covers a wide range of issues and topics, positions the social construction of gender and its intersections with class, race and ethnicity, sexual orientation and other components of human societies as its central focus. The growing array of multicultural elective courses from across the curriculum builds upon the core, enabling the student to develop the minor according to desired areas of specialization. The minor also provides multiple opportunities for growth outside of the classroom with film series, lectures, and other supplemental events.

Ultimately, the minor's curriculum prepares students for the pursuit of justice and social change, not only for lifelong intellectual and personal development but also for active participation in society; moreover, those students interested in studying beyond the undergraduate level will have a solid foundation upon which to build.

Requirements for the Minor in Women's and Gender Studies (20 credits)

- WGS 1000. Introduction to Women's and Gender Studies (4)
- At least two WGS courses at the 3000-level (4)
- At least one WGS course at the 4000-level (4)
- Any other WGS course (4)

For additional program information, please contact Dr. Ali Yanus (ayanus@highpoint.edu).



"No matter where women live, we all have the same goals and aspirations, to take care of ourselves, to care for our families, to live happy and free lives, and to have opportunities to reach our full potential."

– Devon Stokes

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Course Descriptions

WGS 1000. Introduction to Women's and Gender Studies.

This course serves as an introduction to the academic discipline of women's and gender studies. Encouraging individuals to develop to their fullest potential, women's studies uses feminist and interdisciplinary methods to teach, conduct research, and expand existing bodies of knowledge. Critical thinking, the production of theory, and the assumption of community and global responsibility are integral to these methods. In this class students will explore these ideas while becoming aware of the ways in which gender is a social construct that impacts the political, economic, and social realities of women and men's lives. *Four credits.*

WGS/CRJ 1800. Women and Crime. This course explores women's involvement in the criminal justice system—from victim and offender to practitioner and service provider. *Four credits.*

WGS/PHL 2016. Family Ethics. This course is an introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. *Service Learning sections are available. Four credits. [E]*

WGS/CSI 2020. Identity, Gender, and Social Justice in High Point. This course explores the relationship of identity to ongoing social justice movements for equality within the frame of a contemporary U.S. context. As a service learning course, student will partner with community programs that address the individual and collective needs of the city of High Point's residents, enhancing their understanding of course concepts through the application of real-world problem solving. The weekly readings and classroom meetings will engage students in a critical examination of identity and social justice theories alongside current events in the High Point community. *Four credits.*

WGS/SOA 2030. Sociology of the Family. The course will provide a survey of the American family, including racial-ethnic variation within the family. Recent transformations of the family will be emphasized. Topics will include cohabitation, civil unions, marriage, divorce, remarriage, parenting, provision of care to aging family members, and domestic violence. The effect of public policy on family formation and function will be examined. *Four credits. [S]*

WGS/SOA 2040. Race and Ethnicity. This course is an introduction to the sociology of race and ethnicity. The course surveys general theoretical approaches to race and

ethnicity and applies them to specific historical developments in American race relations. Specific contemporary issues will be addressed in the course, including: racial/ethnic identity, residential segregation, immigration, education, and affirmative action. Emphasis will be given to the intersection of race/ethnicity, class and gender. *Four credits.*

WGS/ENG 2220. Women's Literary Tradition. Exploring women's roles as producers and consumers of literature, this course traces the evolution of a women's literary tradition through the reading and discussion of a variety of authors and genres. Rather than follow a strict linear trajectory, the course is arranged thematically to reflect the diversity of women's voices, roles, and experiences. Topics to be covered may include identity and difference, the female body, and marriage and motherhood. *Prerequisites: ENG-1102 or ENG 1103. Four credits. [L]*

WGS/HST 2240. U.S. Women's History. This survey course examines the history of U.S. women, place their experiences in the context of political, social, and cultural change, and consider the ways evolving notions of gender both shaped women's lives and broader U.S. history. Students will examine the lives of famous and unknown women and analyze how their experiences reflected the time and situations in which they lived. Honors section available. *Four credits.*

WGS/COM/SOA 2274. Women, Gender, and Culture. This course is an interdisciplinary survey of the historical and contemporary practices and perspectives of women's studies in America, exploring the range of voices from our forefathers of past decades to young females today. We will question systems of oppression, differences, and hierarchies; look at the interactions of sexuality and power; examine the social construction of gender; explore the performative aspect of gender; delve into women's connection to both high and popular culture; and analyze the ways in which our society inscribes gender on our physical bodies. Attention will also be given to various situations of women outside of the United States. *Four credits.*

WGS/SOA 2850. Globalization and Poverty. This class is designed to confront the hard truths about globalization, a kind of open-ended question about our common humanity, and globalization's inevitable links to social inequality and suffering. In the first half of the course, we will critically engage popular discourses of globalization (and the Metaphors that drive it), and we will build an understanding of the actual, existing political economic, technological, and social processes that enable globalization as well as world poverty. In the second half of the course, we will investigate

through ethnographic case studies the subtle cultural processes that shape and are shaped by global structures and that instantiate non-Western globalizations. *Prerequisite: SOA 1010 or SOA 1020. Four credits.*

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

WGS/REL 3007. Women in the Bible. This course examines selected stories about women in both Testaments from literary, historical, sociological, and theological perspectives. The hermeneutic of liberation employed will examine the texts for both their oppressive and their liberating potential. *Four credits. [R]*

WGS/SOA 3025. Sociology of Work and Family. Work and family are social institutions that around which many individuals organize their lives. The course will explore questions that address the interconnection of work and family: How do jobs affect family life? What effect does family life have on men's and women's experiences in the paid labor market? How effectively do existing policies address the challenges faced by working families? Although the course will focus on contemporary U.S. society, comparison to one or more non-US countries will be made. *Prerequisites: SOA 1010 or SOA 1020 and SOA 3120 or SOA 3700 or permission of the instructor. Four credits.*

WGS/SMG 3030. Gender Issues in Sport. This course exposes students to obvious and subtle issues in the sport domain that contribute to different opportunities and experiences for individuals based on gender. The relationship between sexuality, masculinity, femininity and sport has been a slow evolving process throughout history. This course will examine such topics as masculinity in sport, media representation in sport, and transgressing femininities in sport. Students will discuss gender equity issues as they relate to sports coverage and career opportunities in sports organizations. *Prerequisite: Junior Standing. Four credits.*

WGS 3100. Feminist Theory and Praxis. This course examines feminist theory and praxis through the lens of service learning. In partnering with community programs that empower and address the needs of women, students will have the opportunity to enhance their understanding of course concepts as they put feminist thought into action. The weekly readings and classroom meetings will engage students in a critical examination of several influential and emerging works of feminist theory. The theories and methodologies discussed in class will then be practiced, tested, and analyzed through students' engagement with community partners. *Four credits. [SL]*

WGS/HST 3242. War, Gender, and the Military in U.S.

History. This course allows students to evaluate the role gender has played in shaping American society, with particular attention paid to how moments of stability (peace) or instability (war) prompted either the revision or affirmation of standard gender roles. *Four credits.*

WGS/SPN/GBS 3280. Latin American Women Writers.

Discussion and literary analysis of poetry, prose, theatre, and essay by Latin American women writers. This course, cross-listed with Women and Gender Studies and Global Studies, will introduce students to canonical women authors as well as less known writers of the region. Works will be studied as an expression of the cultural context in which they were produced. Discussion will be centered on how these works enter into a dialogue with issues that affect women and their role in Latin American society. Special attention to the discussion, understanding and application of techniques for literary analysis. *Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140 or SPN 4010, or the permission of the instructor. Four credits. [GS]*

WGS/ENG/GBS 3298. Women Writing Worldwide.

This course pairs together current feminist theory with contemporary fiction by women writers from around the world. Topics covered include construction of the female body, women and work, relationships and family, exile and immigration, and women and war. *Four credits. [L, GS]*

WGS/PSC 3311. Women and Politics. This course considers the theoretical foundations of women's roles in society and examines the scope and nature of the difference that women make in politics. It examines the changing role of women in American politics—as citizens, voters, candidates and elected officials—from the 1800s to the present. Finally, it evaluates the ways that legislation and litigation have altered the political and legal rights of women in modern society. *Four credits.*

WGS/SOA/POP 3334. Media Representations: Race, Class and Gender. This course is a critical and theoretical study of the assumptions and representations of mainstream media—advertising, music, film, television, comics and animation—through the lenses of gender, race, ethnicity, whiteness, sexuality, age, and ability, considering media content as well as media production and audience reception. *Prerequisites: Junior standing or permission of the instructor. Four credits.*

WGS/GAM 3372. Games and Identity. This course will examine the intersections of gender, race, culture, ethnicity, and sexuality with video gameplay. Students will complete the course with an understanding of how games represent

and stereotype groups, identities are constructed, and the effect identities have on the interpretations, production of, access to, and enjoyment of games. *Four credits.*

WGS/POP/GBS 3374. Global Media Representation of Women. This course examines theoretical as well as key issues on global media representations of women. Topics include the nature of media and how it creates and challenges stereotypes, as well as its exclusionary representation. We will examine women's portrayals in media forms that include: television, print and online media, music videos, advertisements, videogames, etc. We will also examine the work of women in the industry. *Prerequisites:* ENG 1102 or ENG 1103, and junior standing. *Four credits.* [GS]

WGS/BIO 3500. Biology of Women. This course will examine the physiology of the adult female body and will address health issues that are unique to or different in women. Emphasis will be placed on the effects of female sex hormones on multiple processes (reproductive, nervous, endocrine, and cardiovascular) in the body. *Four credits.*

WGS/SOA 3650. Gender and Sustainability. This course will critically analyze sustainability from gendered perspectives. This course introduces students to the concept of sustainability from a three-pronged perspective that considers the economic, social and environmental pillars that are the foundation of holistic sustainability science. Students will learn how these three pillars are all critical to achieving truly sustainable development as defined and promoted by the United Nations. Through readings, written assignments and class discussions, students will examine the intersectionality of gender and sustainability with class, race, age, nationality, religion, power, politics, social movements and health from local and global perspectives. Students will critique practical applications of sustainable development programs and the role of gender in creating a more sustainable future. Students will have the opportunity to learn about gender and sustainability through case study analyses stemming from a variety of geographic regions. *Prerequisite:* SOA 1020 or WGS 1000. *Four credits.*

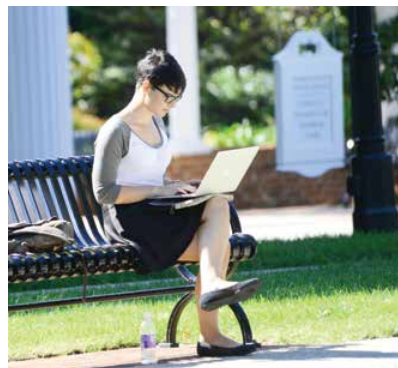
WGS/ENG 4150. Rhetoric, Identity and Culture. Advanced study of the theoretical and practical considerations necessary for public writing with respect to the ways that cultures and communities are constructed through language and text. Students will consider the relationship between identity and professional writing as they develop skills such as writing for diverse audiences; assessing sources for credibility, bias, and suitability; and evaluating rhetorical styles for effectiveness. *Prerequisites:* ENG 2125 or permission of the instructor. *Four credits.*

WGS/POP/SOA 4424. Gender Speak. This course — coming from both a theoretical and practical perspective — will focus on gender literacy, providing you with the tools to be more conscious and mindful of the ways you choose to communicate gender. Springing from a social constructionist framework, we will examine our society's normalized gendered practices and seek ways to understand how to negotiate that system with agency. *Prerequisites:* Junior Standing or permission of instructor. *Four credits.*

WGS 4444. Independent Study. Individual study and research under the guidance of a faculty member who offers coursework in the WGS program. *One to four credits each semester.*

WGS/ WEL 4475. Culture of Fitness. The focus of this course is fitness culture. Fitness culture is a sociocultural phenomenon, which refers to the culture that surrounds physical exercises and the concomitant gym culture in which those exercises are performed. This course will follow the historical development of this phenomenon from its inception with the gymnastics of ancient Greece and Rome to its effect on modern culture, the Cold War and finally to its commercialization. In addition, the influences on fitness culture, namely the mass media, peer influence, personal trainers, sport fashion, and branded exercises will be examined. *Prerequisite:* Junior Standing. *Four credits.*

WGS/WEL 4675. Body and Identity. This course looks deeper at how our bodies fit (and don't fit) within society and are a physically and socially constructed entity that influences our identity. The way we move, adorn, and utilize our bodies all reflect and also help shape our sense of who we are. In a way, our appearance is linked with our essence. Grasping the significance of the body involves studies of personal psychology and physiology as well as studies of historical, social, and cultural variations in experience and identity. *Prerequisite:* Junior Standing. *Four credits.* WGS 4810 – 4815. *Student Internship. Credit-bearing internships are arranged through the Office of Career and Professional Development and the Internship Resource Center. Three, four, six, eight, ten, or twelve credits.*



Global Studies

Global Studies courses are offered by many departments across the University. While these courses cover diverse subjects, they all provide a global dimension to each student's education by fostering intercultural competence and by equipping students to explore their roles amid complex global forces that are intensifying the interconnectedness of our world.

Each undergraduate student must take at least one of these courses as part of the general education curriculum. Students may apply to the chair of the Global Studies committee to waive this requirement if they are international students enrolled for at least one semester at High Point University or if they have completed an academic course of study outside the U.S. lasting at least 28 days, conducted through an accredited institution, and bearing at least 3 credits recognized by High Point University. Students who participate in such study abroad through High Point University have the requirement waived automatically.

Global Studies Mission

The Global Studies requirement provides a global dimension to each student's education by fostering intercultural competence and by equipping students to explore their roles amid complex global forces that are intensifying the interconnectedness of our world.

Global Studies Outcomes

All of the following outcomes must find expression (in words more specifically suited to course content) among the learning goals for each Global Studies course:

1. Students analyze connections and tensions between multiple cultural perspectives and demonstrate self-awareness about how the students' cultural heritages both shape and limit their perspectives;
2. Students analyze processes that are affecting global interconnectedness and assess the significance of those processes;
3. Students describe multiple perspectives on an ethical issue that has global or international ramifications, and evaluate those perspectives in light of their own sense of personal and civic responsibility.

Course Descriptions

GBS/CHI 2021. Exploring China: Language, Culture, and People in a Globalized World.

This course explores the language and cultures of China by providing students with lectures on HPU campus and a faculty-led trip to China. Specially, this course examines the language, history, arts, architecture, philosophies, economy, and religions of China in both classrooms and an immersion experience in Beijing, the national and cultural capital, and Shanghai, the economic center in China. Through academic interaction with students in Chinese universities, students will also enhance their linguistic skills in mandarin Chinese as well as improve cultural competency on the contemporary issues and connections between U.S. and China. *Four credits.* [GS]

GBS/WGS/ENG 2220. Women's Literary Tradition.

Exploring women's roles as producers and consumers of literature, this course traces the evolution of a women's literary tradition through the reading and discussion of a variety of authors and genres. Rather than follow a strict linear trajectory, the course is arranged thematically to reflect the diversity of women's voices, roles, and experiences. Topics to be covered may include identity and difference, the female body, and marriage and motherhood. *Prerequisites: ENG-1102 or ENG 1103. Four credits.* [GS, L]

GBS/PSC 2510. Comparing Foreign Political Systems.

Using country case studies selected from Asia, Africa, Europe, Latin America and the Middle-East, this course compares the structure of political power across many of the world's most influential nations. Students will investigate why different types of governments vary in their capacity to develop modern economies, limit political violence, protect excluded groups and respond to their citizens' needs. While the primary focus is on governmental institutions and political behavior, the class covers various cultural perspectives and surveys the basic geography, history and the circumstances of everyday life in numerous foreign settings. *Four credits.* [GS, L]

GBS 2881, 3881, 4881. Special Topics.

Four credits. May be repeated. [GS]

GBSGBS/ART 2988. The Grand Tour in Italy: Drawing and Art, Learning from the Masters. This course is designed as a May Term course that allows students to experience a range of specific works of art and architecture from various locations in Italy. They will then create art in response to these masterworks. Historically, young artists would train and hone their craft by visiting relevant sites in Italy as well as the rest of Europe as part of the Grand Tour and interpret the works they experience. This course will give the students the opportunity to confront many of the same pieces that were part of the Grand Tour in Italy and allow them to work onsite on a series of studio projects. Students will also be required to do research regarding the works of art encountered and will present their findings to their fellow classmates before arrival in Italy through a series of pre-trip sessions. Students will also attend a series of pre-trip sessions to be familiarized with art materials and art making as a part of their preparation for the May term experience. *Four credits.* [SA, GS]

GBS/CHI 3020. Cultural Identities of Chinese Martial Arts in a Global Environment. This course examines traditional and contemporary Chinese culture through the lens of Chinese martial arts in a global context. It focuses on the renewed cultural identities of Chinese martial arts as a culture carrier, medium of literary expression, non-competitive sport for self-improvement and health preservation, and performing art in a digital time. Students also explore the impact of Chinese martial arts cultures in American cinema and pop culture, through selected movies and readings, as well as practice basic moves in Chinese martial arts. *Four credits.* [GS]

GBS/ITA 3030. Italian Culture and Civilization. This course enhances students' appreciation of cultural diversity through a focused examination of Italian history, society, and culture. Through lectures, readings, films, and videos about Italian cultural topics, students will explore some of the similarities and differences between Italy and the United States. Conducted in English, the course will explore topics such as: Italian history, art, music, family, education, politics, religion, Italian immigration to the United States, and American-Italian relations. *Four credits.* [GS]

GBS/FRE 3040. France Today. A course focusing on current events and issues in France and the French-speaking world today. Work with selected materials from the Internet, including televised news broadcasts and other programs in French, articles from French newspapers and from French publications online, and an audio magazine in French. Culture, conversation, composition. *Prerequisite: FRE 2130 with a grade of C or higher or permission of instructor. Course is taught in French. Four credits.* [GS]

GBS/BUA 3100. Global Business. This study-abroad course is an introduction to globalization and its effects on business operations around the world focusing on the varied economic, political, and legal environments in different countries. Emphasis is on identifying the unique business risks, challenges, and opportunities that companies face while competing in a global marketplace. *Prerequisite: Sophomore status. Four credits.* [SA, GS]

GBS/SPN 3150. Hispanic Culture Through Film. This course will familiarize students with contemporary Hispanic films. Students will explore how these films position themselves with respect to politics, cultural identity, society and the history of Spain and Latin America. Special attention is given to: Introducing the students to a basic reading of what is a movie, improving the students' linguistic context in a film context, and increasing the students' communicative skills, since they will be expressing themselves critically (in both oral and written Spanish) about art and culture. *Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140. Course is taught in Spanish. Four credits.* [GS]



GBS/ITA 3232. Placing Sicily: The Crossroads of the Mediterranean. This course examines Sicily's place within the Mediterranean contact zone. Students will explore the island's unique place at the crossroads between both east and west and north and south, and will discuss the varying cultural identities of the space across historical periods. Throughout the course, students will analyze literary and cinematic examples that narrate cultural concerns related to the Mediterranean island such as nationalism, immigration, emigration, and transculturation, among others. Meaningful on-site experiences in Syracuse, Italy will reinforce this close study of Sicilian, Italian, and Mediterranean culture. *Four credits.* [SA, GS]

GBS/INT 3240. Global Issues and the Built Environment. A cross-cultural study of the built environment in a global context. Students will investigate cultures other than their own. Special consideration will be given to the problems of housing the world's population and to building responsibly in a time of changing cultural patterns and increasingly limited natural resources. *Four credits.* [GS, SL]

GBS/EDU 3260. Education in the Age of Globalization. The course focuses on trends and forces that are shaping education systems around the world. It covers topics such as education and economic development, trends in higher education, international testing, the accountability movement, and school choice. The course engages questions of justice as it analyzes global trends and encourages students to evaluate critically the educational policies and practices of the U.S. and other countries. *Four credits.* [GS]

GBS/SPN/WGS 3280. Latin American Women Writers. Discussion and literary analysis of poetry, prose, theatre, and essay by Latin American women writers. This course will introduce students to canonical women authors as well as less known writers of the region. Works will be studied as an expression of the cultural context in which they were produced. Discussion will be centered on how these works enter into a dialogue with issues that affect women and their role in Latin American society. Special attention to the discussion, understanding and application of techniques for literary analysis. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140 or SPN 4010, or the permission of the instructor. *Course is taught in Spanish. Four credits.* [GS]

GBS/ITA/WGS 3282. Dante to Ferrante: Italian Writing by and about Women. This course examines the critical roles that women play in Italian literature, beginning with Dante's Beatrice as guide and incarnation of beatific love and culminating in the role of the woman as global literary phenomenon embodied by contemporary bestselling author Elena Ferrante and her English-language translator, Ann Goldstein. Special attention will be given to topics such as the forced and voluntary travels of women throughout the Mediterranean, the physical place of women in literature, the experience of motherhood and maternity, and narrations of violence against women. All texts will be accessed in English translation. *Four credits.* [GS]



The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

GBS/ENG/WGS 3298. Women Writing Worldwide.

This course pairs current feminist theory with contemporary fiction by women writers from around the world. Topics can include construction of the female body, women and work, relationships and family, exile and immigration, and women and war. *Prerequisite: ENG 1102 or 1103. Four credits. [L, GS]*

GBS/ENG 3299. Other Americas. Readings in selected works by writers from the Caribbean and the Latin American circum-Caribbean with attention to theoretical and aesthetic issues raised by nationalism, colonialism, and post-colonialism in the regions. *Prerequisite: ENG 1102 or 1103 Four credits. [L, GS]*

GBS/BIO/ENV 3300. Global Change Ecology. This course surveys the anthropogenic causes and consequences of global change ecology, with emphasis on environmental and economic challenges posed to specific ecosystems and human civilizations around the world. Topics covered will include climate change, ocean acidification, ecosystem services, land use changes, and introduction of non-native species to new habitats. Lectures will be coupled with case studies from recent literature to understand how scientists and governments are addressing the challenges posed by current and projected changes in climate and ecosystems. *Prerequisite: BIO 1500 or ENV 1110. Four credits. [GS]*

GBS/REL 3301. Global Bible: Context and Interpretation. The Bible plays an important role in communities around the world, but people have very different relationships to the Bible that reflect their different histories and contexts. This course draws students into both the complicated history of the Bible's transmission and the contentious process of its interpretation. By inviting students to read the Bible with people from a wide range of contexts, the course endeavors to deepen students' awareness of their own contexts as it develops their understanding of the biblical texts. *Four credits. [SL, GS]*

GBS/INT 3310. Global Issues and the Built Environment. A cross-cultural study of the built environment in a global context. Students will investigate cultures other than their own. Special consideration will be given to the problems of housing the world's population and to building responsibly in a time of changing cultural patterns and increasingly limited natural resources. *Four credits. [GS]*

GBS/REL 3315. Globalization and Christian Ethics. An examination of certain aspects of globalization from a variety of Christian ethical perspectives. Christian voices from the global North and global South shed light on the economic, cultural, and environmental impacts of the global integration of economies. *Prerequisite: Completion of the general education requirement in religion. Four credits. [GS]*

GBS/REL 3327. World Christianity. An introduction to the Christianities of Latin America, Africa, and Asia. The focus is on the shape the church takes in an increasingly globalized world. The course examines the encounter between European religious traditions and indigenous peoples, changing understandings of Christian mission, and relations between Christians and people of other faiths. *Four credits. [GS]*

GBS/REL/PHL 3331. Asian Thought & Global Concerns. This course will begin by asking the question what does it mean for religion and philosophy to influence modern society, specifically as they relate to matters of business, environmental concern, governmental polity, and rights of the individual. Examples of topics that will be examined include: the intersection of Confucian ethical concepts with Asian eldercare efforts, as well as challenges to China's "One Child" Policy; the intersection of Hindu and Buddhist conceptions of the self with human rights concerns in India and China; and implications for the rise of democracy throughout Asia. *Prerequisite: Junior or Senior Status, or permission of instructor. Four credits. [GS]*

GBS/BIO 3350. Emerging Infectious Diseases: a world perspective. This course is designed to provide the student with a strong foundation in the social, environmental, economic, and biological aspects of infectious disease (e.g. AIDS, malaria, SARS, Yellow Fever, Rabies). Students will develop a deeper understanding of the impact that infectious diseases have on the global community. *Four credits. [GS]*

GBS/WGS/POP 3374. Global Media Representation of Women. This course examines theoretical as well as key issues on global media representations of women. Topics include the nature of media and how it creates and challenges stereotypes, as well as its exclusionary representation. We will examine women's portrayals in media forms that include: television, print and online media, music videos, advertisements, videogames, etc. We will also examine the work of women in the industry. *Prerequisites: ENG 1102 or ENG 1103, and COM/SOA/WGS 2274. Four credits. [GS]*



GBS/WLC 3434. Translation Theory and Practice. In this course, students will spend the first half of this semester studying the extant body of translation theory and will read seminal texts in translation studies by scholars in the field of Translation Studies. Topics addressed will include but not be limited to globalization, cultural transmission, adaptation, the translator's role, gender in translation, and postcolonial approaches to translation. Early in the course, students will choose a dramatic text from a non-English language and cultural context. From there, they will use their theoretical background to complete their own translation of a short play, making informed intellectual and creative decisions along the way. The semester will culminate in a public staged reading of student work open to the HPU community. *Prerequisite:* Language proficiency in any language at the 2020-level or above. Four credits. [GS]

GBS/BIO/ENV 3450. The Hidden Face of Ecuador. This course combines the study of the biodiversity of various ecosystems in Ecuador with Ecuadorian culture. The extensive travel component will allow the students to gain valuable hands-on experiences in several different ecosystems, including highland rainforests, the Amazon rainforest, the coastal plains of the Pacific Ocean and the Galapagos Islands. *Prerequisite:* Any BIO/ENV course. This course is taught in the spring, with travel to Ecuador in the May term. The course satisfies major and minor requirements in Biology. Four credits. [SA, GS]

GBS/ECO 3460. International Economics. An overview of international trade and finance. Students will learn comparative advantage theories and practical lessons for exporting. Other topics will include national trade barriers and the WTO, trade deficits, exchange rates, and the debate about trade's impact on labor and the natural environment. *Prerequisite:* ECO 2030 and junior standing or permission of the instructor. Four credits. [GS]

GBS/PSY 3470. Cross-Cultural Psychology. This study abroad course will examine factors leading to socio-cultural similarities and differences in personality, emotion, interpersonal interaction, relationships, group processes, and physical and mental health in order to identify universal vs. culture-bound aspects of behavior. Issues concerning cultural contact and intercultural relations will be considered. Students will gain a greater appreciation of the influence of culture on everyday experiences while simultaneously understanding that culture is a dynamic entity. Students will participate in individual and small group projects, both in the US and abroad, that explore our understanding of culture and apply the findings of cross-cultural psychology to a variety of human behaviors and experiences in the countries we will visit. *Prerequisites:* PSY 2000. Four credits. [SA, GS]

GBS/HST 3501. United States and East Asia. This seminar explores the origins and development of the relationship between the United States and East Asia. Major topics dealt with in this seminar include the development of trade between the U.S. and China, the opening of Japan, the United States and the Chinese Revolution, world wars in the Pacific world, Korean War, Vietnam War, and the Cold War in East Asia. *Prerequisite:* One 1000- or 2000-level history course or permission of the instructor. Four credits. [GS]

The mission of High Point University is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities.

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GBS/HST 3511. Revolutionary China. This seminar explores the origins, evolution, and decline of the Chinese revolution in the 20th century. Major topics dealt with in this course include the Chinese republican revolution, the early Chinese republic, the rise of the Chinese communist movement, the Chinese civil war, the early People's Republic, and the Great Cultural Revolution. *Prerequisite: One 1000- or 2000-level history course or permission of the instructor. Four credits. [GS]*

GBS/HST 3521. Rise of Modern Japan. This seminar explores the experiences of the Japanese in modern times. In an interdisciplinary approach, it will explain the foundations of modern Japan, the Meiji Revolution, Japan's continental expansion to its defeat in World War II and its transformation in the post-WWII period. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]*

GBS/THE 3550. Global Performance. A survey of several non-Western performance traditions with an eye toward how Western expectations shape their interpretation and how they are transformed under the pressures of globalization. *Four credits. [A, GS]*

GBS/HRE 3600. The Global Workplace. This course explores intercultural competence dynamics within the interpersonal communication process between people within the workforce. Emphasis throughout this class will be on the contemporary global workplace. Using both a focus on theoretical investigation and practical application, students will develop greater skill and competency with intercultural relations. The course includes exploration of such topics as cultural identity, biases, ethnocentrism, intercultural business communication, global teams, international leadership, and global corporate culture. Course emphasis is on active learning techniques, such as role play, small group exercises, simulations, and community involvement. *Prerequisite: HRE 1550. Four credits. [GS]*

GBS/HST 3602. Native Peoples of Latin America. This course focuses on the enduring legacy and complexity of the native societies from the post-colonial to modern times. This course examines the cases of Mesoamerica, Brazil, and the Andes. Topics to be discussed are the colonial conquest, native responses, and the ways in which the Amerindian societies have participated in politics during the modern period. *Prerequisite: One 1000- or 2000-level history course or permission of the instructor. Four credits. [GS]*



GBS/HST 3603. Consumption and Material Culture in Latin America. This course examines the relevance of consumption and the study of physical objects (material culture) to understand the Latin American past. History is not only the study of written documents. Topics such as architecture, urban planning, environmental management, garbage, consumption, consumerism, environmental history, cuisine, clothes, fashion, and visual arts are important ingredients of this survey. *Prerequisite: One 1000- or 2000-level history course or permission of the instructor. Four credits. [GS]*

GBS/HST 3621. History of Brazil. The largest country of Latin America (and the third one in the Americas) has a complex and rich history. This survey explores the history of 'Terra de Santa Cruz' (the colonial name of Brazil) from the pre-Columbian sedentary civilizations to the modern period. Major topics include the Africanization of Brazil, Portuguese rule, the Empire, the question of Amazonia, 'racial democracy', and modern Brazil. Popular culture is also an important issue of this course. *Prerequisite: One 1000- or 2000-level history course or permission of the instructor. Four credits. [GS]*

GBS/MUS 3650. World Music Survey. A survey of non-western music, techniques, instruments, and a study of the interaction of music and society in various cultures throughout the world. *Prerequisite: Junior standing or permission of the instructor. Four credits. [A, GS]*

GBS/DNC 3700. World Dance. This course provides students with a broader experience and understanding of various movement practices in a globalized society. The course is intended to expose students to all aspects of dance and dance-making, including social, historical, ritual, and cultural influences. Having experience with and knowledge of dance from non-western traditions will not only broaden students' understanding of dance, but will enlighten them to non-western cultures and traditions. *Four credits. [GS]*

GBS/EDU 3720. Teaching Global Perspectives through Children's Literature. This course will examine children's literary traditions in cultures whose first (or official) language, for various historical, political, and/or cultural reasons, is English. For each cultural and/or national context, a folktale tradition will be considered, from which cultural values and definitions will be observed and examined. Then, those values and definitions will be traced through a 19th or 20th century selection, and finally a 21st century selection. The purpose of this approach to the literature is to contextualize contemporary stories for children in their respective cultural/historical milieu.

Through this perspective, we will examine how literature carries culture, as well as how cultural diversity creates a variety of literary traditions across a single language. *Prerequisites: Junior standing; completion of the general education requirement in literature. Four credits. [GS]*

GBS 3750. French Cinema: Text and Culture. This course emphasizes the role of film as a way to learn about people, places, systems of beliefs and cultural values. It presents some important French cultural perspectives that are also present in the US culture. It facilitates the student's reflection on explicit comparisons between the "home/native" culture and the "other" culture in order to discuss how each cultural system is both actively different, and more and more alike. *Prerequisites: ENG 1102 or ENG 1103, and junior status or permission of the instructor. Taught in English. Four credits. [GS]*

GBS 3780. The French-Speaking World. Overview of the cultures and civilizations of French-speaking countries (other than France) in Europe, the Americas, Africa, the Pacific Rim, and Asia today. Course content will be delivered through lectures, readings, films and documentaries, and discussions of relevant historical information. *Prerequisites: ENG 1103, junior status, or permission of the instructor. Course is taught in English, with no previous knowledge of French necessary. Honors component available. Four credits. [GS]*

GBS/FMD 3800. Global Strategies in the Fashion Industry. This course provides an in-depth investigation of global business trends as they relate specifically to the apparel and textile complex. Sourcing strategies for apparel and related consumer products will be explored, as will global platforms, business and cultural environments, and trade transactions used in conducting business in the international marketplace. Trade policies, as they relate to the fashion industry, will be examined, and students will gain an understanding of contemporary issues in the global marketplace, such as corporate social responsibility and sustainability in the fashion industry. *Four credits. [GS]*

GBS/MKT 3850. Marketing in Spain. The purpose of this course is to enhance your knowledge and understanding of international marketing practice as well as the implications of language in marketing communications, while studying and living in Spain. You will have the opportunity to analyze some of the marketing problems business faces in a different country. This course will be taught in English. *Prerequisite: MKT 2110. Four credits.*



GBS/ART 3880. Revolution in Paris: Art at the Turn of Two Centuries. Since the late 1700's Paris has been a city of social and artistic revolution. Generations of artists and designers have discovered new ways to express emotions, forms, and atmosphere as well as discontent. Untold artists and designers have found the "City of Light" to hold inspiration and energy to create what we now consider among the most powerful works of art and design in existence. At the beginning of the 21st century, Paris still inspires artists and designers to explore the same concepts. This course will explore the "muse of place" in and around Paris that have sparked creativity since the early 1800s. Using a camera, students will retrace the steps of Marville and Atget, photographers who documented Paris at the beginning of photography and just before the World Wars. Students will visit contemporary photo and art galleries, as well as talk to Parisian artists to assess the heartbeat of the contemporary influence of art in Paris today. By channeling artists and

designers from the past 150 years we will explore, create, and engage in a conversation about what it means to be inspired by location, bringing the energy to our own triad home through a photographic documentary project of High Point. *Four credits.* [GS]

GBS/SPN 3940. Spanish-American Culture and Civilization. Overview of the culture and civilization of Spanish-American countries from the pre-Columbian period until the present. Reading and discussion of Spanish-American society, culture and the arts accompanied by a discussion of relevant historical background. *Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140. Course is taught in Spanish. Four credits.* [GS]

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

Department of Mathematical Sciences

Dr. Dandrielle Lewis, *Chair*; Dr. Lisa Carnell; Dr. Edward Fuselier; Dr. Jenny Fuselier; Dr. Brett Geiger; Ms. Melissa Glass; Dr. Adam Graham-Squire; Dr. Robert Harger; Dr. Ron Lamb; Ms. Patricia O'Connor; Dr. Karen O'Hara; Dr. Lindsay Piechnik; Mr. Tremaine Skeen; Dr. Matthew Slifko; Ms. Brielle Spencer-Tyree; Dr. Laurie Zack.

As a pillar of liberal arts education, the mathematical sciences foster the growth and enhancement of students' intellectual curiosity and lifelong learning. The mission of the Department of Mathematical Sciences is to engage students deeply and broadly in the discovery, learning and communication of concepts in the quantitative sciences.

The department offers Bachelor of Science degrees in mathematics, actuarial science, data analytics and statistics, and mathematical economics. The department also offers a Bachelor of Arts in mathematics as well as minors in mathematics, data analytics, and statistics. Through these programs, the department's primary goal is to develop the aptitudes and analytical skills required for use and understanding of each discipline. Our array of courses is designed to challenge students with differing backgrounds and interests. Most topics are developed by means of an interplay between applications, problem solving, and theory. Early courses are designed to engage a broad audience of university students, while higher-level courses explore more specialized topics within the discipline.

The majors and minors in our department are designed to serve the needs of students, including:

- those needing the mathematical and computational skills required in such fields as science, engineering, and economics;
- persons enrolled in the Educator Preparation Program; students in business and the social sciences, who must be familiar with statistics and matrix operations;
- students who wish to strengthen their background in preparation for graduate or professional examinations or to attend graduate school.

Students applying for teacher certification in secondary mathematics must meet the requirements for the major in mathematics and complete certain courses specified by the Stout School of Education. To satisfy the North Carolina Department of Public Instruction's requirements for certification, students must include in their program of

study MTH 4110. Abstract Algebra, MTH 3710. Geometry, and either STS 2020. Introduction to Statistics or STS 2910. Introduction to Statistical Analysis with SAS Applications.

Programs of Study

- Mathematics Major (B.A. and B.S.)
- Actuarial Science Major (B.S.)
- Data Analytics and Statistics Major (B.S.)
- Mathematical Economics Major (B.S.)
- Mathematics Minor
- Data Analytics Minor
- Statistics Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Mathematics, students must complete one of the following:

B.A. in Mathematics

Major Requirements	40 credits
University Core Requirements	50 credits
Electives	38 credits
TOTAL	128 credits

B.S. in Mathematics

Major Requirements	56 credits
University Core Requirements	50 credits
Electives	22 credits
TOTAL	128 credits

B.S. in Actuarial Science

Major Requirements	66 credits
University Core Requirements	50 credits
Electives	12 credits
TOTAL	128 credits

B.S. in Data Analytics and Statistics

Major Requirements	56 credits
University Core Requirements	50 credits
Electives	22 credits
TOTAL	128 credits

B.S. in Mathematical Economics

Major Requirements	64 credits
University Core Requirements	50 credits
Electives	14 credits
TOTAL	128 credits

Mathematics Major

Student Learning Outcomes

Upon completing the Mathematics Program at High Point University, students will be able to:

1. creatively solve mathematical problems;
2. communicate mathematically;
3. learn and retain basic knowledge in the core branches of mathematics.

Requirements for the Bachelor of Arts in Mathematics (40 credits)

MTH 1410. Calculus I (4)
MTH 1420. Calculus II (4)
MTH 2210. Introduction to Mathematical Thought (4)
MTH 2310. Linear Algebra (4)
MTH 3960. Historical Development of Mathematics (4)
MTH 4110. Abstract Algebra (4) **or** MTH 4310.
Introduction to Real Analysis (4)
CSC 1710. Introduction to Programming (4)

Three MTH electives at the 2000 level or above, not to include MTH 3610, MTH 4910 or MTH 4920 (12)

Requirements for the Bachelor of Science in Mathematics (56 credits)

MTH 1410. Calculus I (4)
MTH 1420. Calculus II (4)
MTH 2410. Calculus III (4)
MTH 2210. Introduction to Mathematical Thought (4)
MTH 2310. Linear Algebra (4)
MTH 4110. Abstract Algebra (4)
MTH 4310. Introduction to Real Analysis (4)
CSC 1710. Introduction to Programming (4)
MTH 3150. Probability (4) **or** STS 2910. Introduction to
Statistical Analysis with SAS Applications (4)
PHY 2010. Fundamentals of Physics I (4)
PHY 2020. Fundamentals of Physics II (4)

Three electives at the 2000 level or above, not to include MTH 3610, MTH 4910, or MTH 4920 (8)

Note: *Mathematics majors who wish to graduate with departmental honors must (a) complete the courses required for the B.A. or B.S. in Mathematics, (b) complete MTH 4910 and MTH 4920, and (c) have a major GPA of 3.5 or higher at the time of graduation.*

Requirements for the Minor in Mathematics (20 credits)

MTH 1410. Calculus I (4) **or** MTH 1415. Mathematics for Engineers I (4)
MTH 1420. Calculus II (4) **or** MTH 1425 Mathematics for Engineers II (4)
MTH 2310. Linear Algebra (4)
Two MTH electives at the 2000 level or above (8)

Actuarial Science Major

Student Learning Outcomes

Upon completing the Actuarial Science Program at High Point University, students will:

1. be able to creatively solve mathematical problems;
2. be able to learn and retain basic knowledge in statistics and probability;
3. be able to learn and retain basic knowledge in the core branches of mathematics;
4. have a basic knowledge of macroeconomic and microeconomic principles;
5. be knowledgeable of how corporations are financed.

Requirements for the Bachelor of Science in Actuarial Science (66 credits)

ACC 2010. Financial Accounting (4)
ACC 2020. Managerial Accounting (4)
CSC 1610. Programming in R and Python (4) **or** CSC 1710.
Introduction to Computer Programming (4)
ECO 2030. Principles of Macroeconomics (4)
ECO 2050. Principles of Microeconomics (4)
FIN 3010. Financial Management (4)
MTH 1410. Calculus I (4)
MTH 1420. Calculus II (4)
MTH 2410. Calculus III (4)
MTH 2310. Linear Algebra (4)
MTH 3110. Financial Mathematics (4)
MTH 3150. Probability (4)
MTH 3160. Society of Actuaries Exam P Preparation (1) and
MTH 3120. Society of Actuaries Exam FM P reparation (1) **or**
BUA 2100. Excel Based Business Analysis (2)*
MTH 4410. Mathematical Models for Financial Economics (4)
STS 2910. Introduction to Statistical Analysis with SAS
Applications (4)
STS 3110. Intermediate Statistical Analysis with SAS
Applications (4) **or** STS 3210. Linear Statistical
Models (4)
STS 4210. Mathematical Statistics (4)

*BUA 1100 is a prerequisite for this course.

Note: *Actuarial Science majors who wish to graduate with departmental honors must (a) complete the courses required for the B.S. in Actuarial Science, (b) pass both actuarial exams administered by the Society of Actuaries, and (c) have a major GPA of 3.5 or higher at the time of graduation.*

Mathematical Economics Major

Student Learning Outcomes

Upon completing the Mathematical Economics Program at High Point University, students will:

1. be able to creatively solve mathematical problems;
2. be able to learn and retain basic knowledge in core branches of statistics;
3. be able to learn and retain basic knowledge in the core branches of mathematics;
4. possess an intermediate knowledge of macroeconomic and microeconomic concepts;
5. be knowledgeable of how corporations are financed.

Requirements for the Bachelor of Science in Mathematical Economics (64 credits)

ACC 2010. Financial Accounting (4)
 ECO 2030. Principles of Macroeconomics (4)
 ECO 2050. Principles of Microeconomics (4)
 ECO 3030. Intermediate Macroeconomics (4)
 ECO 3050. Intermediate Microeconomics (4)
 FIN 3010. Financial Management (4)
 MTH 1410. Calculus I (4)
 MTH 1420. Calculus II (4)
 MTH 2310. Linear Algebra (4)
 MTH 2410. Calculus III (4)
 MTH 3410. Differential Equations (4)
 STS 2610. Business Statistics and Analysis (4) **or** STS 2910. Introduction to Statistical Analysis with SAS Applications (4)
 STS 3210. Linear Statistical Models (4)
 STS 3250. Economic Time Series (4)
 Two ECO electives at the 3000 level or above or MTH 4910, MTH 4920 and one ECO elective at the 3000 level or above (8)

Note: *Mathematics Economics majors who wish to graduate with departmental honors must (a) complete the courses required for the B. S. in Mathematical Economics, (b) complete MTH 4910 and MTH 4920, and (c) have a major GPA of 3.5 or higher at the time of graduation.*

Data Analytics and Statistics Major

Student Learning Outcomes

Upon completing the Data Analytics and Statistics Program at High Point University, students will be able to:

1. apply computer programming techniques to retrieve, manage, manipulate, describe, and analyze data.
2. apply statistical models and concepts to detect patterns in data, and to draw inferences supported by the data.
3. communicate the results of statistical analyses effectively both orally and in writing.
4. construct and implement predictive data analytic models using SAS Enterprise Miner.

Requirements for the Bachelor of Science in Data Analytics and Statistics (56 credits)

CSC 1610. Introduction to Programming for Data Analytics (4)
 MTH 1410. Calculus I (4)
 MTH 1420. Calculus II (4)
 MTH 2410. Calculus III (4)
 MTH 2310. Linear Algebra (4)
 MTH 3150. Probability (4)
 STS 2910. Introduction to Statistical Analysis with SAS Applications (4)
 STS 2920. Introduction to SAS Programming (4)
 STS 3110. Intermediate Statistical Analysis with SAS Applications (4)
 STS 3120. Applied Multivariate Statistics (4)
 STS 3130. Data Mining and Predictive Analytics I (4)
 STS 4210. Data Mining and Predictive Analytics II (4)

Choose two elective courses from the following list (8):

ECO 4150. Econometrics (4)
 MTH 4150. Stochastic Processes (4)
 STS 3109. Nonparametric Statistics (4)
 STS 3250. Economic Time Series (4)
 STS 3410. Surveys and Sampling (4)
 STS 4120. Mathematical Statistics (4)

SAS Certifications

Students who complete each of STS 2910, STS 3110, and STS 3130 with a grade of C or higher will be awarded a joint HPU/SAS Certificate in Data Analytics and Statistics. This certificate will inform future prospective employers that the student has developed marketable statistical and data analytic skills using SAS.

Departmental Minors

Requirements for the Minor in Statistics (20 credits)

Select one course from the following list (4):

- STS 2020. Introduction to Statistics (4)
- STS 2610. Business Statistics and Analysis (4)
- STS 2910. Introduction to Statistical Analysis with SAS Applications (4)
- PSY 2100. Statistics for Psychology (4)

Select four courses from the following list (16):

- ECO 4150. Econometrics (4)
- MTH 3150. Probability (4)
- PSC 2019. Political Science Research Methods (4)
- PSC/IDS 2255/COM 2267. Survey Research Center Practicum (1-4)
- PSY 3100. Research Methods in Psychology (4)
- STS 2910. Introduction to Statistical Analysis with SAS Applications (4)*
- STS 2920. Introduction to Programming (4)
- Any STS course at the 3000- or 4000- level.

*This course may be selected only if it is not used to fulfill the first set of requirements for the minor.

Requirements for the Minor in Data Analytics (24 credits)

- MTH 1410. Calculus I (4) **or** MTH 1310. Applied Mathematical Concepts for Business (4)
- STS 2910. Introduction to Statistical Analysis with SAS Applications (4)
- STS 2920. Introduction to SAS Programming (4)
- STS 3110. Intermediate Statistical Analysis with SAS Applications (4)
- STS 3120. Applied Multivariate Statistics (4)
- STS 3130. Data Mining and Predictive Analytics I (4)

Note: Students may not receive minors in both Statistics and Data Analytics and Statistics.

Course Descriptions

MTH 1010. Functions and Graphs. By creating, using, and interpreting graphs, students will investigate real world applications of linear, exponential, power, and logarithmic functions. Topics will include scientific notation, units and significant figures, curves and data, and systems of equations. *Not open to students who have credit for any other mathematics course. This course does not meet the general education requirement in mathematics. Four credits.*

MTH 1110. Topics in Contemporary Mathematics.

Illustrations of contemporary uses of mathematics, varying from semester to semester, frequently including topics from: graph theory, theory of apportionment, voting theory and methods, counting methods, probability, personal finance, and game theory. *Four credits. [Q]*

MTH 1130. Finite Mathematics. A study of sets, counting techniques, basic probability theory, stochastic processes, random variables, probability distributions, descriptive statistics, matrices, and linear systems of equations. Emphasis is on mathematical model comprehension and problem solving in the areas of business and the life and social sciences. *Prerequisite: MTH 1010 or placement. Four credits. [Q]*

MTH 1310. Applied Mathematical Concepts for Business. An introduction to the concepts of differentiation and integration with emphasis on their applications to solving problems that arise in business, economics, and social sciences. *Prerequisite: MTH 1010 or placement. Four credits. [Q]*

MTH 1400. Pre-Calculus. Functions and graphs, exponential and logarithmic functions, trigonometric functions. The emphasis is on topics and concepts that are needed in mathematics, science, or business. Applications play a central role and lead to graphing, data analysis, and modeling. *Prerequisite: MTH 1010 or placement. Four credits. [Q]*

MTH 1409. Calculus Support Workshop. This course is designed to support first-time calculus students by reinforcing students' pre-calculus knowledge. Topics will include algebraic manipulations (especially factoring, simplifying, and rationalizing expressions), functions, trigonometry, logarithms, exponentials, and mathematical modeling. *Prerequisite: MTH 1400 with a grade of C- or higher, or placement. One credit.*



MTH 1410. Calculus I. Differential and integral calculus of functions of a single real variable, including trigonometric, exponential, and logarithmic functions. The course will cover limits, continuity, differentiation, applications of derivatives, introduction to integration, the Fundamental Theorem of Calculus, and definite integrals. Derivatives and integrals are explored graphically, symbolically, and numerically. *Prerequisite:* MTH 1400 with a grade of C- or higher, or placement. Four credits. [Q]

MTH 1415. Mathematics for Engineers. This course, together with MTH 1425 Mathematics for Engineers II, provides an introduction to the basic concepts and techniques of differential and integral calculus, emphasizing their inter-relationships and applications to engineering and the sciences, introduces students to the use of computers in mathematics, and develops problem solving skills with both theoretical and practical problems. Topics include limits, continuity, parametric curves, techniques for and applications of (e.g. optimization) differentiation of functions of one variable and the techniques for integrals of functions of one variable. Credit will not be given for both MTH 1415 and MTH 1410. *Prerequisite:* MTH 1400 with a grade of C- or higher, or placement. Four credits. [Q]

MTH 1420. Calculus II. Integration: techniques and applications to geometry, physics, economics, and probability. Sequences, series, power series, Taylor's Theorem, and elementary differential equations. Introduction to surfaces in space and cylindrical and spherical coordinates. *Prerequisite:* MTH 1400 or MTH 1415 with a grade of C- or higher. Four credits. [Q]

MTH 1425. Mathematics for Engineers II. This course together with MTH 1415 Mathematics for Engineers I, provides an introduction to the basic concepts and techniques of differential and integral calculus, emphasizing their inter-relationships and applications to engineering and the sciences, introduces students to the use of computers in mathematics, and develops problem solving skills with both theoretical and practical problems. Topics include applications of (e.g. volumes, hydrostatic force) integrals of functions of one variable, separable and linear first order differential equations, sequences and series, and power series. Credit will not be given for both MTH 1425 and MTH 1420. *Prerequisite:* MTH 1415 or MTH 1410 with a C- or higher. Four credits.

MTH 1999. Explorations in Math Research. This course focuses on utilizing mathematical approaches to solving different problems. Students will practice numerous methods of solving problems, as well as learn the basics of explaining solutions to other people both formally and informally, in words and in writing. The main goals of the

course are to develop students' thinking processes so that they persevere when confronted with challenges, open their minds to various problems that exist, instill in students an appreciation for the beauty of mathematical thinking and how to expand simple problems into mathematical research. *One credit.*

MTH 2010. Mathematical Ideas. A second course in mathematics designed for in-depth exploration of mathematical ideas from the content areas of algebraic reasoning, geometry, measurement, data analysis, and logic. Emphasis on reasoning and proof as mechanisms for mathematical communication. *Prerequisite:* Completion of general education math requirement. This course does not count toward either the minor or the major in mathematics. Four credits [Q]

MTH/PHY 2050. Mathematical Methods in Engineering and Physics I. An introduction to the applications of mathematical techniques to physical problems in mechanics, classical field theory and electronic circuits. Topics include the use of differential equations and complex numbers in modeling mechanical systems, multivariable calculus and vector analysis. This course cannot be used to count for the major or minor in mathematics. *Prerequisites:* PHY 2010 and either MTH 1420 or MTH 1425. This course is offered in the fall. Four credits.

MTH/PHY 2150. Mathematical Methods in Engineering and Physics II. An introduction to the use of Fourier analysis and partial differential equations in various areas of physics with an emphasis on quantum and statistical mechanics. Topics include the use of Fourier methods in detecting extrasolar planets, driven oscillations, modeling heat flow using partial differential equations and an introduction to the mathematical analysis of quantum mechanical systems. This course cannot be used to count for the major or minor in mathematics. *Prerequisite:* MTH/PHY 2050. This course is offered in the spring. Four credits.

MTH 2210. Introduction to Mathematical Thought. An introduction to mathematical proof. Topics to include elementary symbolic logic, mathematical induction, algebra of sets, finite probability, relations, functions, and countability. *Prerequisite:* MTH 1410. Four credits. [Q]

MTH 2310. Linear Algebra. Systems of linear equations and matrices, determinants, vector spaces and inner-product spaces, linear transformations, eigenvalues and eigenvectors. The emphasis is on computational techniques and applications. *Prerequisite:* MTH 1410. Four credits. [Q]

MTH 2410. Calculus III. Vectors and geometry in space. The dot and cross products, lines, planes, surfaces in space. Calculus of vector functions, including functions of several variables, partial derivatives, gradients, directional derivatives, maxima and minima. The course will also cover multiple integration, line and surface integrals, Green's Theorem, Divergence Theorems, Stokes' Theorem, and applications. *Prerequisite: MTH 1420 with a grade of C- or higher. Four credits. [Q]*

MTH 2880. Mathematical Modeling. In this course, students will study various modeling techniques that apply to scientific and industrial situations. It is designed to include modeling concepts, visualization and interpretations over a wide range of mathematical models. Topics discussed may include growth and decay models, optimization, volumes, game theory, linear models, Markov Chains, elementary differential equation models, and the application of these models and concepts in various disciplines. *Prerequisite: MTH 1420 and MTH 2310. Four credits.*

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

MTH 3110. Mathematics of Finance. A study of the theory of interest and its applications. Topics include compounding, nominal and effective rates of interest, force of interest, valuation of annuities, amortization, bond valuation, asset liability management, and derivative investment. *Prerequisite: MTH 1420. Four credits.*

MTH 3120. Society of Actuaries Exam FM Preparation. A review of interest theory from the perspective of actuarial science. Concept will be reviewed each week and applied to problems from past actuarial exams. Society of Actuaries Exam FM is a computer based examination. To aid in their preparation for the exam, homework will be assigned using the ADAPT software available from Coaching Actuaries. Each week, in the homework, the students will use the software to apply the concepts reviewed that week to exam-type problems. *Prerequisite: MTH 3110. One credit.*

MTH 3150. Probability. Set functions, events, addition and multiplication rules, combinatorial probability, conditional probability and independence, Bayes' Theorem, discrete distributions, continuous distributions, multivariate distributions, transformations, expectation and moments, moment generating functions, and the Central Limit Theorem. *Prerequisite: MTH 1420. Four credits.*

MTH 3160. Society of Actuaries Exam P Preparation.

A review of probability concepts from the perspective of actuarial science. Probability concepts will be reviewed each week and applied to problems from past actuarial exams. Society of Actuaries Exam P is a computer based examination. To aid in their preparation for the exam, homework will be assigned using the ADAPT software available from Coaching Actuaries. Each week, in the homework, the students will use the software to apply the probability concepts reviewed that week to exam-type problems. *Prerequisite: MTH 3150. One credit.*

MTH 3410. Differential Equations. First order and second order linear differential equations, systems of differential equations, numerical methods and series solutions. Applications and the development of mathematical models. *Prerequisites: MTH 1420 and MTH 2310, or permission of the instructor. Four credits.*

MTH 3510. Complex Variables. Operations with complex numbers, derivatives, analytic functions, integrals, definitions and properties of elementary functions, multivalued functions, power series, residue theory and applications, and conformal mapping. *Prerequisite: MTH 2410. Four credits.*

MTH 3610. Mathematical Methods for the Physical Sciences. Survey of mathematical methods for the physical sciences. Complex numbers and Euler's formula; partial differentiation, multi-variable integration and vector analysis; ordinary differential equations and Green's functions; partial differential equations and series solutions of differential equations; coordinate transformations, eigenvectors, and matrix manipulation; Fourier series; distribution functions of probability. Applications to the physical sciences. *Prerequisite: MTH 1410. This course does not satisfy requirements towards a major or minor in mathematics. Four credits.*

MTH 3710. Geometry. Incidence and affine geometry, parallel postulates, Euclidean and non-Euclidean geometry. Models and the development of Euclidean geometry. *Prerequisite: MTH 2210. Four credits.*

MTH 3810. Combinatorics. Basic principles of counting: addition and multiplication principles, enumeration techniques, including generating functions, recurrence formulas, rook polynomials, the principle of inclusion and exclusion, and Polya's theorem. This course will also cover basic concepts of graph theory: graphs, digraphs, connectedness, trees and graph colorings. *Prerequisite: MTH 2210. Four credits.*

MTH/CSC 3910. Numerical Methods. Algorithm behavior and applicability. Interpolation, roots of equations, systems of linear equations and matrix inversion, numerical integration, numerical methods for ordinary differential equations, and matrix eigenvalue problems. *Prerequisites: MTH 2310 and CSC 1710. Four credits.*

MTH 3960. Historical Development of Mathematics. The major mathematical developments from ancient times to the 21st century. The concept of mathematics, changes in that concept, and how mathematicians viewed what they were creating. *Prerequisites: MTH 1420, MTH 2210, and MTH 2310. Four credits.*

MTH 4010. Number Theory. Introduction to elementary additive and multiplicative number theory, including divisibility properties of integers, congruence modulo n , linear and quadratic congruences, some Diophantine equations, distribution of primes, and additive arithmetic problems. *Prerequisite: MTH 2210. Four credits.*

MTH 4110. Abstract Algebra. An introduction to groups, homomorphisms, cosets, Cayley's Theorem, symmetric groups, rings, polynomial rings, quotient fields, principal ideal domains, and Euclidean domains. *Prerequisite: MTH 2210. Four credits.*

MTH 4150. Stochastic Processes. Basic concepts of random processes and their applications. Topics include the Poisson processes, Markov chains, models for queuing, and reliability theory. *Prerequisites: MTH 2410 and MTH 3150. Four credits.*

MTH 4210. Introduction to Topology. Set theory, topological spaces, metric spaces, continuous functions, separation, cardinality properties, product and quotient topologies, compactness, connectedness. *Prerequisite: MTH 2210. Four credits.*

MTH 4310. Introduction to Real Analysis. The real number system, sequences, limits and continuity, differentiation, integration, sequences of functions, infinite series and uniform convergence. *Prerequisite: MTH 2210. Four credits.*

MTH 4410. Mathematical Models for Financial Economics. A study of mathematical models for pricing financial options. Topics include: forward contracts, put and call options, put-call parity, the binomial option pricing model, the lognormal model for stock prices, the Black-Scholes formula, delta and gamma hedging, pricing exotic options, Monte Carlo valuation, and interest rate models. The topics covered in this course correspond to the topics tested in Society of Actuaries Exam MFE. *Prerequisites: MTH 3110 and MTH 3150. Four credits.*

MTH 4420. Graph Theory. Introduction to graphs and digraphs, introduction to algorithms, tree, networks, Eulerian and Hamiltonian graphs, planar graphs, colorability, connectedness, tournaments, orientability, and other topics from the theory of finite linear graphs. *Prerequisite: MTH 2210. Four credits.*

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

MTH 4560. Problem Solving Seminar. Techniques for attacking and solving challenging mathematical problems and writing mathematical proofs. *Prerequisites: MTH 1420 or permission of the instructor. One credit.*

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

MTH 4910. Undergraduate Research I. Investigation of some topic in mathematics to a deeper and broader extent than typically done in a classroom situation. *Prerequisites: Junior status or permission of the instructor. Two credits.*

MTH 4920. Undergraduate Research II. A continuation of MTH 4910. At the conclusion of the course, results will be given in both a written paper and an oral presentation to the seminar participants and the department faculty. *Prerequisite: MTH 4910. Two credits.*

STS 2020. Introduction to Statistics. An introduction to statistical reasoning and practice. Topics include, descriptive statistics, probability, experimental design, estimation, hypothesis testing, analysis of variance, categorical data analysis, and linear regression. *Prerequisite: MTH 1130 or higher. Credit may not be earned for both STS 2020 and STS 2610. Four credits.*

STS 2610. Business Statistics and Analysis. An introduction to statistical applications from a business perspective. Topics include: probability, estimation, hypothesis testing, categorical data analysis, linear regression, statistical quality control. *Prerequisite: MTH 1310 or higher. Credit may not be earned for both STS 2020 and STS 2610. Four credits.*

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

STS 2910. Introduction to Statistical Analysis with SAS Applications. This course is a calculus based introduction to statistics. Topics include: populations; sampling; random variables and their distributions; sampling distributions; one- and two-sample inference, chi-square tests, and simple linear regression. SAS statistical software will be used to describe data and perform standard inference procedures. *Prerequisites: MTH 1310 or MTH 1410. Four credits.*

STS 2920. Introduction to SAS Programming. This course provides an introduction to SAS programming that includes reading data files, managing data set input and output, managing data files, manipulating data, creating variables, and creating SAS reports. *Four credits.*

STS 3005. Probability and Statistics for Engineers. This course provides an introduction to calculus-based statistics and probability theory, with an emphasis on solving problems related to engineering. Topics in statistics include sample mean and variance, correlation, regression, sampling distributions, and hypothesis testing. Topics in probability include discrete and continuous random variables, probability distributions, and the Central Limit Theorem. The principles of experimental design and statistical process control are introduced. *Prerequisite: MTH 1420 or MTH 1425. Four credits.*

STS 3109. Nonparametric Statistics. A study of nonparametric procedures for analysis of data from single samples, two or more independent samples and two or more related samples; tests of independence and homogeneity; goodness-of-fit tests; rank correlation. *Prerequisite: STS 2020, STS 2610, STS 2910 or PSY 2100. Four credits.*

STS 3110. Intermediate Statistical Analysis with SAS Applications. A second course in statistics building on topics covered in STS 2910 and STS 2920. Topics include the analysis of variance, multiple regression, and logistic regression. Data analysis will employ SAS and SAS Enterprise Guide. *Prerequisites: STS 2910 and STS 2920. Credit will not be given for both STS 3110 and STS 3210. Four credits.*

STS 3120. Applied Multivariate Statistics. Introduction to multivariate statistical techniques including principal components analysis, factor analysis, cluster analysis, discriminant analysis logistic regression and multivariate analysis of variance. SAS software will be used for data analysis. *Prerequisite: STS 3110. Four credits.*

STS 3130. Data Mining and Predictive Analytics I. An introduction to the construction of predictive models using SAS Enterprise Miner. Topics include creating data sources from SAS tables, creating and interpreting plots, identifying distributions, exploring data using STAT EXPLORER, preparing data to be submitted to a predictive model, and building predictive models using decision trees, and linear and logistic regression analysis. Coursework will include a project in which students create a data source, explore it graphically, prepare it for predictive modeling, and create a model using the methods presented in the course. *Prerequisite: STS 3120. Four credits.*

STS 3210. Linear Statistical Models. A study of simple linear regression, multiple regression, residual analysis, simultaneous confidence intervals, multicollinearity, single-factor and two-factor analysis of variance. Emphasis is on model understanding, data analysis, and interpretation of results. *Prerequisite: STS 2020, STS 2610, STS 2910, or PSY 2100. Credit will not be given for both STS 3110 and STS 3210. Four credits.*

STS 3250. Economic Time Series. This course focuses on the estimation of components of economic time series models and their interpretation. Topics include solution of difference equations, estimation and forecasting for stationary time series, non-stationary time series, modeling volatility, and cointegration. *Prerequisite: STS 3110, STS 3210, or ECO 4150. Four credits.*

STS 3410. Surveys and Sampling. Design of sample surveys and analysis of survey data. Simple random, stratified random, systematic, cluster, and multistage sampling designs, sample size determination, variance estimation, ratio and regression estimation, imputation, nonresponse. *Prerequisite: STS 2020, STS 2610, STS 2910, or PSY 2100. Four credits.*

STS 4110. Life Contingencies. A theoretical coverage of actuarial models used for insurance and other financial risks. The topics covered in this course correspond to topics tested in Society of Actuaries Exam MLC. *Prerequisites: MTH 2410, MTH 3110, and MTH 3150. Two credits.*

STS 4120. Mathematical Statistics. An introduction to the mathematical foundations of modern statistical analysis. Mathematical theory of sampling; normal populations and distributions; chi-square, t, and F distributions; hypothesis testing; estimation; correlation, simple linear regression. *Prerequisites: MTH 2410 and MTH 3150. Four credits.*

STS 4210. Data Mining and Predictive Analytics II. Capstone course that extends the topics discussed in STS 3130. Topics include neural networks, model assessment and implementation techniques, and pattern analysis techniques, and case studies illustrating the use of data mining and predictive analytics tools. This course will culminate in a data analysis project in which students apply data analytic techniques from STS 3130 and STS 4120 to real-world data. *Prerequisite: STS 3130. Four credits.*

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

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

Department of Music

Dr. Marc Foster, *Chair*; Dr. Candice Burrows; Mrs. Marcia Dills; Dr. Wei Jiao; Dr. Scott MacLeod; Dr. Brian Meixner; Dr. John Turner.

Programs of Study

- Music Major (B.A)
- Music Minor
- Musical Theatre Minor

Concentration Areas for the B.A. in Music

- Instrumental Studies
- Piano or Organ
- Voice

Degree Requirements

To graduate from High Point University with a degree from the Department of Music, students must complete one of the following:

B.A. in Music

Major Requirements.....	50 credits
University Core Requirements	50 credits
Electives.....	28 credits
TOTAL.....	128 credits



Music Major

The Music Department offers a comprehensive Bachelor of Arts degree, combining a diverse and rigorous curriculum with applied study and ensemble performance experiences, providing students with the training necessary to become leaders in their fields.

Student Learning Outcomes

Upon completing the Music Program at High Point University, students will:

1. demonstrate a thorough understanding of the development of music from an historical, theoretical, literature, and aural perspective from medieval through 21st century.
2. demonstrate improvement in the quality of their musicianship.
3. demonstrate improvement in the quality of their performance on a specific instrument.

Requirements for the B.A. in Music with a Concentration in Voice (50 credits)

Theory/History/Aural Skills (22)

- MUS 1001. Aural Skills I (1)*
- MUS 1002. Music Theory I (2)
- MUS 1101. Aural Skills I (1)**
- MUS 1102. Music Theory II (2)
- MUS 2001. Musicianship I: Music Theory/History of Medieval – Renaissance (4)
- MUS 2101. Musicianship II: Music Theory/History of Baroque – Classical (4)
- MUS 3000. Musicianship III: Music Theory/History of the Romantic Era (4)
- MUS 3100. Musicianship IV: Music Theory/History of the 20th & 21st Centuries (4)

* This course is a co-requisite with MUS 1002.

** This course is a co-requisite with MUS 1102.

Ensemble (6)

Choose six credits from the following:

- MUS 1300. Chamber Singers (1)
- MUS 1310. University Singers (1)
- MUS 1311. Women's Chorus (1)
- MUS 1320. Chapel Choir (1)

Primary Instrument (8)

MUS 1200. Voice Lessons (2)
 MUS 2200. Voice Lessons (2)
 MUS 3200. Voice Lessons (2)
 MUS 4200. Voice Lessons (2)

Performance Studies (8)

MUS 1400. Diction for Singers I (2)
 MUS 2400. Diction for Singers II (2)

Choose 2 courses from the following

MUS 3400. Vocal Pedagogy (2)
 MUS 3410. Conducting I (2)
 MUS 3540. Musical Theatre Literature (2)
 MUS 4400. Advanced Vocal Pedagogy and Literature (2)
 MUS 4410. Conducting II (2)
 MUS 4430. Group Vocal Technique (2)

Departmental Electives (6)

In addition, each B.A. Voice major must complete:

- Half recital at the 3000 level.
- Full recital at the 4000 level.
- Keyboard proficiency exam.
- Concert attendance as outlined in the Music Student Handbook.

Requirements for the B.A. in Music with a Concentration in Piano or Organ (50 credits)

Theory/History/Aural Skills (22)

MUS 1001. Aural Skills I (1)*
 MUS 1002. Music Theory I (2)
 MUS 1101. Aural Skills I (1)**
 MUS 1102. Music Theory II (2)
 MUS 2001. Musicianship I: Music Theory/History of Medieval–Renaissance (4)
 MUS 2101. Musicianship II: Music Theory/History of Baroque–Classical (4)
 MUS 3000. Musicianship III: Music Theory/History of the Romantic Era (4)
 MUS 3100. Musicianship IV: Music Theory/History of the 20th & 21st Centuries (4)

* This course is a co-requisite with MUS 1002.

** This course is a co-requisite with MUS 1102.

Ensemble (6)

Choose six credits from the following:

MUS 1300. Chamber Singers (1)
 MUS 1310. University Singers (1)
 MUS 1311. Women's Chorus (1)
 MUS 1320. Chapel Choir (1)
 MUS 1335. Wind Ensemble (1)
 MUS 1340. Percussion Ensemble (1)
 MUS 1341. Jazz Ensemble (1)

Primary Instrument (8)

MUS 1210. Piano Lessons (2)
 MUS 2210. Piano Lessons (2)
 MUS 3210. Piano Lessons (2)
 MUS 4210. Piano Lessons (2)

or

MUS 1220. Organ Lessons (2)
 MUS 2220. Organ Lessons (2)
 MUS 3220. Organ Lessons (2)
 MUS 4220. Organ Lessons (2)

Performance Studies (8)

MUS 3430. Piano Pedagogy and Literature (4)

Choose 2 courses from the following:

MUS 1400. Diction for Singers I (2)
 MUS 2400. Diction for Singers II (2)
 MUS 3400. Vocal Pedagogy (2)
 MUS 3410. Conducting I (2)
 MUS 3420. Instrumental Literature and Pedagogy (2)
 MUS 3540. Musical Theatre Literature (2)
 MUS 4400. Advanced Vocal Pedagogy and Literature (2)
 MUS 4410. Conducting II (2)
 MUS 4430. Group Vocal Technique (2)

Departmental Electives (6)

In addition, each B.A. Piano/Organ major must complete:

- Half recital at the 3000 level.
- Full recital at the 4000 level.
- Keyboard proficiency exam.
- Concert attendance as outlined in the Music Student Handbook.

"Being a part of the Department of Music at HPU has helped to ignite my passion for music and is preparing me for a career in the field."

– Kelly Brode, 2013 HPU Music graduate and Masters in Music Education Graduate from Florida State University.

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Requirements for the B.A. in Music with a Concentration in Instrumental Studies (50 credits)

Theory/History/Aural Skills (22)

- MUS 1001. Aural Skills I (1)*
MUS 1002. Music Theory I (2)
MUS 1101. Aural Skills I (1)**
MUS 1102. Music Theory II (2)
MUS 2001. Musicianship I: Music Theory/History of Medieval–Renaissance (4)
MUS 2101. Musicianship II: Music Theory/History of Baroque–Classical (4)
MUS 3000. Musicianship III: Music Theory/History of the Romantic Era (4)
MUS 3100. Musicianship IV: Music Theory/History of the 20th & 21st Centuries (4)

* This course is a co-requisite with MUS 1002.

** This course is a co-requisite with MUS 1102.

Ensemble (6)

Choose six credits from the following:

- MUS 1331. University Band (1)
MUS 1335. Wind Ensemble (1)
MUS 1337. University Orchestra (1)[†]
MUS 1341. Jazz Ensemble (1)[^]

[†] Required of string majors.

[^] Credit given to guitar majors only.

Primary Instrument (8)

- MUS 12XX. Instrumental Lessons (2)
MUS 22XX. Instrumental Lessons (2)
MUS 32XX. Instrumental Lessons (2)
MUS 42XX. Instrumental Lessons (2)

Performance Studies (8)

- MUS 3420. Instrumental Literature and Pedagogy (2)
MUS 4830. Career in Music Seminar (1)

Choose five credits from the following:

- MUS 3410. Conducting I (2)
MUS 4410. Conducting II (2)

Small Instrumental Ensemble:

- MUS 1340. Percussion Ensemble (1)
MUS 1341. Jazz Ensemble (1)
MUS 1342. String Quartet (1)
MUS 1343. Flute Ensemble (1)
MUS 1344. Brass Ensemble (1)
MUS 1345. Clarinet Choir (1)

- MUS 1346. Brass Quintet (1)
MUS 1347. Cello Ensemble (1)
MUS 1348. Saxophone Ensemble (1)
MUS 1349. Guitar Ensemble (1)

Departmental Electives (6)

In addition, each B.A. Instrumental Studies major must complete:

- Half recital at the 3000 level.
- Full recital at the 4000 level.
- Keyboard proficiency exam.
- Concert attendance as outlined in the Music Student Handbook.

Requirements for the Minor in Music with a Concentration in Voice (22 credits)

Theory/History/Aural Skills (6)

- MUS 1001. Aural Skills I (1)*
MUS 1002. Music Theory I (2)
MUS 1101. Aural Skills I (1)**
MUS 1102. Music Theory II (2)

* This course is a co-requisite with MUS 1002.

** This course is a co-requisite with MUS 1102.

Ensemble (4)

Choose four credits from the following:

- MUS 1300. Chamber Singers (1)
MUS 1310. University Singers (1)
MUS 1311. Women's Chorus (1)
MUS 1320. Chapel Choir (1)

Primary Instrument (4)

- MUS 1200. Voice Lessons (2)
MUS 2200. Voice Lessons (2)

Performance Studies (4)

- MUS 1400. Diction for Singers I (2)

Choose 1 course from the following:

- MUS 2400. Diction for Singers II (2)
MUS 3400. Vocal Pedagogy (2)
MUS 3410. Conducting I (2)
MUS 4400. Advanced Vocal Pedagogy and Vocal Lit (2)
MUS 3540. Musical Theatre Lit (2)
MUS 4410. Conducting II (2)
MUS 4430. Group Vocal Technique (2)

Departmental Electives (4)

Requirements for the Minor in Music with a Concentration in Piano or Organ (22 credits)Theory/History/Aural Skills (6)

MUS 1001. Aural Skills I (1)*
 MUS 1002. Music Theory I (2)
 MUS 1101. Aural Skills I (1)**
 MUS 1102. Music Theory II (2)

* This course is a co-requisite with MUS 1002.

** This course is a co-requisite with MUS 1102.

Ensemble (4)

Choose four credits from the following:

MUS 1300. Chamber Singers (1)
 MUS 1310. University Singers (1)
 MUS 1311. Women's Chorus (1)
 MUS 1320. Chapel Choir (1)
 MUS 1335. Wind Ensemble (1)
 MUS 1340. Percussion Ensemble (1)
 MUS 1341. Jazz Ensemble (1)

Primary Instrument (4)

MUS 1210. Piano Lessons (2)
 MUS 2210. Piano Lessons (2)

or

MUS 1220. Organ Lessons (2)
 MUS 2220. Organ Lessons (2)

Performance Studies (6)

MUS 3430. Piano Pedagogy and Literature (4)

Choose one course from the following:

MUS 1400. Diction for Singers I (2)
 MUS 2400. Diction for Singers II (2)
 MUS 3400. Vocal Pedagogy (2)
 MUS 3410. Conducting I (2)
 MUS 3420. Instrumental Literature and Pedagogy (2)
 MUS 3540. Musical Theatre Literature (2)
 MUS 4500. Advanced Vocal Pedagogy and Literature (2)
 MUS 4410. Conducting II (2)
 MUS 4430. Group Vocal Technique (2)

Departmental Electives (2)**Requirements for the Minor in Music with a Concentration in Instrumental Studies (22 credits)**Theory/History/Aural Skills (6)

MUS 1001. Aural Skills I (1)*
 MUS 1002. Music Theory I (2)
 MUS 1101. Aural Skills I (1)**
 MUS 1102. Music Theory II (2)

* This course is a co-requisite with MUS 1002.

** This course is a co-requisite with MUS 1102.

Ensemble (4)

MUS 1331. University Band (1)
 MUS 1335. Wind Ensemble (1)
 MUS 1337. University Orchestra (1)[†]
 MUS 1341. Jazz Ensemble (1)[^]

[†] Required of string majors.

[^] Credit given to guitar majors only.

Primary Instrument (4)

MUS 12XX. Instrumental Lessons (2)
 MUS 22XX. Instrumental Lessons (2)

Performance Studies (4)

MUS 3420. Instrumental Literature and Pedagogy (2)

Choose two credits from the following:

MUS 3410. Conducting I (2)
 MUS 4410. Conducting II (2)

Small Instrumental Ensemble:

MUS 1340. Percussion Ensemble (1)
 MUS 1341. Jazz Ensemble (1)
 MUS 1342. String Quartet (1)
 MUS 1343. Flute Ensemble (1)
 MUS 1344. Brass Ensemble (1)
 MUS 1345. Clarinet Choir (1)
 MUS 1346. Brass Quintet (1)
 MUS 1347. Cello Ensemble (1)
 MUS 1348. Saxophone Ensemble (1)
 MUS 1349. Guitar Ensemble (1)

Departmental Electives (4)

The mission of the Department of Music at High Point University is to prepare students for a wide range of musical careers; to empower students with life skills such as leadership, determination, self-actualization, collaboration, and project management; to instill within our students a passion and appreciation for the performing arts; and to enrich the lives of our students, the HPU community, and the region through musical exposure and artistic opportunities.

Requirements for the Minor in Musical Theatre (20 credits)*

THE 1100. Theatre Participation (2)**

THE 1200. Fundamentals of Acting (4)

MUS 1350. Musical Theatre Scenes (2)**

THE 2250. Intermediate Acting (4)

THE 2420. Jazz Dance (4) **or** THE 2450. Tap (4)

MUS 3540. Musical Theatre Literature (2)

MUS 3600. Musical Theatre History (2)

* This curriculum is for Music majors only. An alternative curriculum for Theatre majors may be found in the Department of Theatre and Dance section of this Bulletin.

** 1 credit per semester for two semester.

Course Descriptions

MUS 1001. Aural Skills I. Aural Skills I is the first of two courses intended to provide incoming freshmen with drill and practice in aural skills, including sight-singing, rhythm reading, cadence identification, and dictation. *Corequisite: MUS 1002. May be taken concurrently with MUS 2001 with approval by the department chair. One credit.*

MUS 1002. Music Theory I. Music Theory I is the first of two courses intended to provide students with the skills and vocabulary fundamental to understanding basic music theory. Includes the fundamentals of tonal music, two-part counterpoint, diatonic harmony, and tonal hierarchy. *Co-requisite: MUS 1001. May be taken concurrently with MUS 2000 with approval by the department chair. Two credits.*

MUS/THE 1010. Exploration of Performance. Students will explore the lively arts of theatre, music, and dance in a team-taught course that emphasizes the performance aspects of each discipline. *Four credits.*

MUS 1101. Aural Skills II. Aural Skills II is the second of a series of two courses intended to provide incoming freshmen with drill and practice in aural skills, including sight-singing, rhythm reading, cadence identification, and dictation. *Prerequisite: MUS 1001 or approval of instructor. Corequisite: MUS 1102 (unless waived by department chair). May be taken concurrently with MUS 2101 with approval by the department chair. One credit.*

MUS 1102. Music Theory II. Music Theory II is the second of two courses intended to provide incoming freshmen with the skills and vocabulary fundamental to understanding basic music theory, includes diatonic harmony, accented and chromatic embellishing tones, harmonic sequence, and applied (or "secondary") dominants. *Corequisite: MUS 1101. May be taken concurrently with MUS 2101 with approval by the department chair. Two credits.*

MUS 1200, 2200, 3200, 4200. Voice Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1210, 2210, 3210, 4210. Piano Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*



MUS 1220, 2220, 3220, 4220. Organ Lessons.

Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1230, 2230, 3230, 4230. Trumpet/French Horn Lessons.

Instruction, technical studies, building of repertoire, and development of artistic technique on trumpet and French horn. Students will study techniques for classical and jazz trumpet, as well as classical French horn. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1231, 2231, 3231, 4231. Trombone Lessons.

Instruction, technical studies, building of repertoire, and development of artistic technique on trombone. Students will study techniques for classical and jazz trombone styles. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1232, 2232, 3232, 4232. Euphonium and/or Tuba Lessons.

Instruction, technical studies, building of repertoire, and development of artistic technique on euphonium and/or tuba. Students will study techniques for classical and jazz euphonium and/or tuba. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1240, 2240, 3240, 4240. Flute Lessons.

Instruction, technical studies, building of repertoire, and development of artistic technique on flute. Students will study techniques for classical and jazz flute. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1241, 2241, 3241, 4241. Clarinet Lessons.

Instruction, technical studies, building of repertoire, and development of artistic technique on Bb clarinet and/or bass clarinet. Students will study techniques for classical and jazz clarinet. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1242, 2242, 3242, 4242. Double Reeds Lessons (Oboe, English Horn, or Bassoon).

Instruction, technical studies, building of repertoire, and development of artistic technique on oboe or English horn or bassoon. Students will study classical double reed techniques. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1243, 2243, 3243, 4243. Saxophone Lessons.

Instruction, technical studies, building of repertoire, and development of artistic technique on saxophone. Students will study techniques for classical and jazz saxophone. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1250, 2250, 3250, 4250. Percussion Lessons.

Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1251, 2251, 3251, 4251. Drum Set Lessons.

Instruction, technical studies, building of repertoire, and development of artistic technique on drum set. Students will study drum set and hand percussion styles. Selected repertoire for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1260, 2260, 3260, 4260. Vocal Conducting Lessons.

Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1270, 2270, 3270, 4270. Instrumental Conducting Lessons.

Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1280, 2280, 3280, 4280. Composition Lessons.

Technical studies and development of artistic technique. *Each level may be repeated for credit. One or two credits each semester (based on one or two private half-hour lessons per week).*

MUS 1290, 2290, 3290, 4290. Violin and Viola Lessons.

Instruction, technical studies, building of repertoire, and development of artistic technique on violin and/or viola. Students will study solo and ensemble techniques. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1291, 2291, 3291, 4291. Guitar Lessons.

Technical studies, building of repertoire, and development of artistic technique for contemporary, classical, and jazz guitar. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

"Because of the high quality of music instruction I received at High Point University, I was honored to receive full scholarship awards to both the Notre Dame School of Music and Southern Methodist University Perkins School of Theology for Sacred Music."

– Rev. Ben Hensley, 2011 HPU graduate and Master of Sacred Music graduate from Southern Methodist University

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MUS 1292. Class Guitar—Beginning Level. This course is for students interested in learning to play guitar that have never taken guitar lessons previously. It is also for students who have learned a little on their own, or had less than a year of guitar lessons. *Student must have his or her own guitar, preferably an acoustic. May be repeated for credit. One credit each semester.*

MUS 1293. Class Guitar—Intermediate Level. This course is for students interested in learning to improve their skills playing the guitar who have completed the beginning group class (MUS 1292), or for players who have had at least a year of lessons and can read notes, rhythms, TABS, and chord diagrams. *Student must have his or her own guitar, preferably an acoustic. May be repeated for credit. One credit each semester.*

MUS 1294, 2294, 3294, 4294. Cello Lessons. Instruction, technical studies, building of repertoire, and development of artistic technique on cello. Students will study solo and ensemble cello techniques. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1295, 2295, 3295, 4295. Double Bass Lessons. Instruction, technical studies, building of repertoire, and development of artistic technique on double bass. Students will study advanced solo and ensemble techniques in both classical and jazz styles. Selected literature for each level of development. *Each level may be repeated for credit. One credit each semester.*

MUS 1300. Chamber Singers. Chamber Singers is a small ensemble of advanced singers, admitted through a competitive audition. The choir performs advanced choral literature and sings frequently throughout the semester. The choir tours regionally, nationally, and internationally on a regular basis. *Prerequisite: Audition with the director. May be repeated for credit. One credit.*

MUS 1310. University Singers. The University Singers is a large choral ensemble that performs a variety of demanding choral literature, including large-scale choral/orchestral works. No audition is required. *May be repeated for credit. One credit.*

MUS 1311. Women's Chorus. Women's Chorus is an advanced small ensemble of women, admitted through a competitive audition each semester. The choir performs advanced treble choral repertoire and sings frequently throughout the semester. *Prerequisite: Audition with the director. May be repeated for credit. One credit.*

MUS 1320. Chapel Choir. The Chapel Choir is an auditioned choral ensemble that participates in and provides primary worship leadership for weekly Chapel services. This choir performs a variety of demanding sacred choral literature. *Prerequisite: Audition with the director. May be repeated for credit. One credit.*

MUS 1331. University Band. Students will study and perform appropriate band literature of all eras and styles. University Band will present two concerts per semester and select members will perform at athletic events. *May be repeated for credit. One credit.*

MUS 1335. Wind Ensemble. Wind Ensemble is a wind and percussion ensemble of advanced instrumentalists, admitted through a competitive audition. The ensemble performs advanced wind band literature throughout the semester and tours regionally and nationally on an annual basis. *Prerequisite: Audition with the director. May be repeated for credit. One credit.*

MUS 1336. University Orchestra. The University Symphony Orchestra is a select ensemble of instrumental students who study and perform music from all historical periods. Large orchestral works and chamber orchestra pieces are performed. The ensemble performs on and off campus. Three hours per week rehearsal time. *Prerequisite: Audition with the director. May be repeated for credit. One credit.*

MUS 1340. Percussion Ensemble. Students will study and perform appropriate percussion ensemble literature of all eras. Percussion Ensemble will present 1–2 concerts per semester. Select members will perform at athletic events throughout the year. *May be repeated for credit. One credit.*

MUS 1341. Jazz Ensemble. An instrumental ensemble focusing on the standards of Jazz Repertoire. Will perform several times at various events each semester. *May be repeated for credit. One credit.*

MUS 1342. String Quartet. String Quartet is a string ensemble of advanced instrumentalists, admitted through a competitive audition. The ensemble performs string quartet literature throughout the semester and performs both on and off campus throughout the semester. *Prerequisite: Audition with the director. May be repeated for credit. One credit.*





MUS 1343. Flute Ensemble. Students will study and perform appropriate flute ensemble literature of all eras. The ensemble will present at least one concert per semester. *May be repeated for credit. One credit.*

MUS 1344. Brass Ensemble. Students will study and perform appropriate brass ensemble literature of all eras. The ensemble will present at least one concert per semester. *May be repeated for credit. One credit.*

MUS 1345. Clarinet Choir. Clarinet Choir is an ensemble for clarinetists providing specialized instruction for a full range of clarinet types. The ensemble performs clarinet ensemble literature throughout the semester and performs both on and off campus. *Prerequisite: Permission of Instructor (basic skills are required). May be repeated for credit. One credit.*

MUS 1346. Brass Quintet. The university's Brass Quintet is a select chamber ensemble of brass players who study and perform music from all historical periods. Chamber works of two trumpets, one horn, one trombone and one tuba are performed. The ensemble performs on and off campus. *Prerequisite: Audition with the director. One hour per week rehearsal time. May be repeated for credit. One credit.*

MUS 1347. Cello Ensemble. Cello Ensemble is an ensemble for cellists providing specialized instruction in a small ensemble environment. Cello Ensemble performs cello ensemble literature throughout the semester and performs both on and off campus throughout the semester. *Prerequisite: Permission of Instructor (basic skills required). May be repeated for credit. One credit.*

MUS 1348. Saxophone Ensemble. Saxophone Ensemble is an ensemble for saxophonists providing specialized instruction in a small ensemble environment. Saxophone Ensemble performs saxophone ensemble literature throughout the semester and performs both on and off campus throughout the semester. *Prerequisite: Permission of Instructor (basic skills required). May be repeated for credit. One credit.*

MUS 1349. Guitar Ensemble. This course gives guitar students the opportunity to learn varied repertoire for multiple guitars and perform publicly. *Prerequisite: Permission of Instructor (basic skills required). May be repeated for credit. One credit.*

MUS 1350. Opera/Opera Scenes. Performance of opera or opera scenes. *Prerequisite: Audition with the director. May be repeated for credit. One credit.*

MUS 1360. Musical Theatre/Scenes. Performance of a musical theatre or musical theatre scenes. *Prerequisite: Audition with the director. May be repeated for credit. One credit.*

MUS 1400. Diction I. A foundation course for clear and correct diction in singing of Italian, English, and Latin. Emphasis is placed on differences between spoken and sung diction in each language. *Two credits.*

MUS 1600. Human Dimensions of Music. A study of the nature of music in Western culture from ancient to modern times, with a focus on how humankind perceives self through music. *Four credits. [A]*

MUS 1610. Music of North Carolina. A survey of North Carolina music including both instrumental and vocal styles from pre-colonial times to current trends in concert and popular music. *Four credits.* [A]

MUS 1620 Traditional and Popular Music of Japan. A survey of music in Japan, from traditional genres and instruments of the Edo and Meiji periods to contemporary pop, video game, and anime music. *Four credits.* [A]

MUS 1630. History of American Music. This course examines the fascinating history of American Music. Course focus is mainly on the 20th Century where new and unique styles and genres of music developed and carried great influence on the rest of the Western World. The course examines music of Native Americans, Folk Ballads, Country, The Blues, Jazz, Rock-N-Roll, Rhythm and Blues, Rap, digital music production of the modern era, trail blazing composers and influential performers making our history a true "American" experience. *Four credits.* [A]

MUS 1640. Jammin' on the Fly: The Art and History of Musical Improvisation. A general survey course of historical and technical information relating to improvisation. Methods of improvisation, improvisation from different musical periods, improvisation in other artistic fields, and improvisation from other cultures are a few of the topics to be covered. *Four credits.* [A]

MUS 2001. Musicianship I: Music Theory/History of Medieval – Renaissance. An integrative course of study in music history, music theory, aural skills, and music literature of the Medieval through Renaissance periods. *Four credits.* [A]

MUS 2101. Musicianship II: Music Theory/History of Baroque – Classical. An integrative course of study in music history, music theory, aural skills, and music literature of the Baroque through Classical periods. *Prerequisite: MUS 2001. Four credits.*

MUS 2400. Diction II. A foundation course for clear and correct diction in singing of German and French. Emphasis is placed on differences between spoken and sung diction in each language. *Two credits.*

MUS 3000. Musicianship III: Music Theory/History of Romantic Era. An integrative course of study in music history, music theory, aural skills, and music literature of the Romantic period. *Prerequisite: MUS 2101. Four credits.*

MUS 3100. Musicianship IV: Music Theory/History of 20th & 21st Centuries. An integrative course of study in

music history, music theory, aural skills, and music literature of the 20th and 21st centuries. *Prerequisite: MUS 3000. Four credits.*

MUS 3400. Vocal Pedagogy I. A survey of vocal pedagogical concepts and their application in studio instruction. Structured opportunities to student teach will be provided under the supervision of a faculty member. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3410. Conducting I. A course designed to teach basic conducting techniques as well as score preparation and rehearsal techniques. Students will also become acquainted with significant choral and instrumental literature. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3420. Instrumental Pedagogy and Literature. Instrumental Pedagogy and Literature studies the philosophies and methods of organizing and teaching instrumental music in the schools and in private lessons. Additionally, analysis of instrumental literature and its role in the pedagogical process will be examined. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3431. Piano Pedagogy and Literature. A short study of piano pedagogy and piano literature with exploration and analysis of significant teaching methodologies and piano music between the 18th and 21st centuries. Structured opportunities to student teach will be provided under the supervision of a faculty member. *Prerequisite: Junior standing or permission of the instructor. Four credits.*

MUS 3530. Opera Literature. Designed as a study of opera literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21st century. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3540. Musical Theatre. Literature Designed as a study of musical theatre literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21st century. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3550. History of Czech/Regional Music and Musicians. This course will provide a broad overview of music history and performance practice of the Czech Republic and surrounding nations, with special emphasis on 20th century compositions. *Four credits.*

MUS 3600. History of Musical Theatre. A historical study of the development of Musical Theatre, the composers, prominent theatres, and performers of the genre. *Prerequisite:* Junior standing or permission of the instructor. Two credits.

MUS 3610. History of Opera. A historical study of the development of Opera, the composers, prominent theatres, and performers of the genre. *Prerequisite:* Junior standing or permission of the instructor. Two credits.

MUS 3620. History of Pop Music. A historical study of the development of popular music, including genres from the beginning of the 20th century through current trends in the pop idiom. *Prerequisite:* Junior standing or permission of the instructor. Two credits. [A]



MUS 3630. History of Church Music. A historical study of the development of church music from pre-Gregorian music to current trends in the discipline. *Prerequisite:* Junior standing or permission of the instructor. Two credits. [A]

MUS 3640. History of Jazz. A chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects. *Prerequisite:* Junior standing or permission of the instructor. Two credits.

MUS/GBS 3650. World Music Survey. A survey of non-western music, techniques, instruments, and a study of the interaction of music and society in various cultures throughout the world. *Prerequisite:* Junior standing or permission of the instructor. Four credits. [A, GS]

MUS 3701. Song Writing and Arranging. This course presents techniques for writing lyrics, developing hooks, and working with song forms, as well as making commercial arrangements for small ensembles. *Prerequisite:* Junior standing or approval by the instructor. Two credits.

MUS 3710. Thinking Musically. This course covers the practical application of concepts from Music Theory and Aural Skills to performance. Projects include analyses of selected works and, in select cases, performances coached in collaboration with the applied faculty. *Prerequisite:* Junior standing or approval by the instructor. Two credits.

MUS 3721. Jazz/Commercial Theory. Establishes a foundation of knowledge for the study of improvisation and composition, stressing harmonic and melodic analysis, nomenclature, chord substitution, arranging, and voice leading. Two credits.

MUS 3730. Jazz Improvisation. This performance-based course is a guide to jazz improvisation. Topics such as scales, chords, constructing melodic lines, and swing rhythm will be related to methods of improvisation. Students will apply the theory knowledge to their instruments to strengthen improvisational skills. *Prerequisite:* Junior standing or instructor approval. Two credits.



MUS 3800. Music Business. A course which provides an overview of the inner workings of the recording industry including arts administration, artist and producer agreements, music publishing, copyright registration, music retailing, radio airplay and INDIE promotion, and career options for this field. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3810. Sacred Music Studies. A study of current trends in sacred music in an historical perspective. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3820, 4820. Special Topics in Music. A study of selected topics related to specific degree requirements in each of the music disciplines offered on a rotating basis. Topics include but are not limited to: Music History, Music Composition, Conducting, Sacred Music, Music Business, Jazz Studies, Accompaniment techniques, etc. *Prerequisite: Junior standing or permission of the instructor. Two or four credits.*

MUS 3830. Introduction to Opera Performance and Production. An exploration of opera in contemporary European society, with emphasis on various industry roles and standards. Course will include the viewing of live performances and interviews with professionals. *Four credits.*

MUS 3900. Serving Communities Through Music Education. This service learning course explores inequity of access to music education in the United States. Students will study the effects of participation in music programs on cognitive development and academic achievement and, in partnership with a local community organization, engage underserved children with music activities. For the capstone project, students will design a sustainable community music program. Prior music experience useful, but not necessary. *Four credits. [SL]*

MUS 4400. Advanced Vocal Pedagogy and Literature. This course is designed for the music major with a concentration in voice. The course introduces the relationship between the anatomy and physiology of healthy singing found in Vocal Pedagogy I and programming vocal literature for recital concerts, oratorio, operas and professional performance venues. This relationship is discovered through thorough study of proper vocal technique, knowledge of performance hall acoustics, vocal formants, as well as assembling and categorizing vocal literature from the early 18th Century to modern day. The vocal literature component of the course will cover Italian, German, French, British and American styles of classical vocal music. *Prerequisite: MUS 3400 or permission of the instructor. Two credits.*

MUS 4410. Conducting II. A course designed to teach advanced conducting techniques as well as score preparation and rehearsal techniques. Students will also become acquainted with significant choral and instrumental literature. *Prerequisite: MUS 3410. Two credits.*

MUS 4430. Group Vocal Technique. The study of the pedagogy of singing in a group/choral setting. This course will explore methods for teaching healthy vocal production, uniformity of vowels and ensemble diction for choirs, and rehearsal techniques. This course is intended for those interested in becoming teachers or conductors of choirs and vocal ensembles. *Prerequisite: MUS 4410 or permission of the instructor. Two credits.*

MUS 4610. Advanced Studies in Music History. Advanced studies in music history from the Renaissance through the Classical eras, including advanced research methods. *Prerequisite: MUS 3100 and junior standing, or permission of the instructor. Four credits.*

MUS 4700. Advanced Counterpoint. Advanced techniques in the analysis of tonal music. *Prerequisite: MUS 3100 and junior standing, or permission of the instructor. Four credits.*

MUS 4711. Form and Analysis. A survey of the principal musical forms of the seventeenth to the nineteenth centuries, including the analysis, classification, and discussion of representative examples from the musical literature in addition to critical reading and discussion of analyses by established theorists. *Prerequisite: Musicianship IV or approval by the instructor. Four credits.*

MUS 4721. Advanced Harmony. Following a review of concepts from Music Theory and Musicianship, this course builds fluency with harmonic function on a broad scale, as well as harmonic practice of the nineteenth and twentieth centuries. *Prerequisite: Musicianship IV or approval by the instructor. Four credits.*

MUS 4800. Advanced Music Technology. Advanced techniques of music editing and engraving using a variety of engraving software and midi-technologies. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 4810. Global Music in a Western Worship Context. A study of the integration and use of non-western music in the context of worship within mainline western denominations. The course will cover global music from many cultures, performance techniques, and appropriate and practical ways of integrating global music in effective and meaningful ways in western worship. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 4830. Career in Music Seminar. Career in Music Seminar for BA Music Majors. The study of issues related to career choices after completing the undergraduate degree. Topics to include job searching, resume preparation, preparing for graduate school, website and social media, studio teaching, outreach, and creation of a professional portfolio. *Senior standing or permission of instructor. One credit.*



"A primary object should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important? And what duty more pressing than communicating it to those who are to be the future guardians of the liberties of the country?"

– George Washington

Department of Political Science

Dr. Martin Kifer, *Chair*; Mr. Gordon Ballingrud; Dr. John Graeber; Dr. Mark Setzler; Dr. Sam Whitt; Dr. Alixandra Yanus.

Programs of Study

- Political Science Major (B.A.)
- Political Science Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Political Science, students must complete one of the following:

B.A. in Political Science

Major Requirements	36 credits
University Core Requirements	50 credits
Electives	42 credits
TOTAL.....	128 credits

Political Science Major

The Department of Political Science offers the B.A. degree in Political Science. This program prepares students for careers in a wide range of fields, including policymaking, law, interest advocacy, strategic communications, public administration and political campaigning. The curriculum is designed to build strong technical, analytical and communication skills as majors develop a broad understanding of political institutions and behaviors in the United States, politics in foreign countries and power relations among nations.

The department offers numerous experiential learning opportunities, and many majors satisfy a portion of their requirements while studying abroad or completing internships with campaigns, interest groups and political officials. The program's emphasis on critical thinking, quantitative reasoning and analytical writing produces alumni who are ready to succeed in graduate school or their professional careers. A considerable share of the department's alumni go on to seek advanced degrees in law, public administration, public policy or political science.



Student Learning Outcomes

Upon completing the Political Science Program at High Point University, students will:

1. be able to make and analyze complex political arguments in writing;
2. be able to verbally articulate complex political arguments;
3. be able to apply a range of major concepts, theories, and research techniques used in the contemporary study of political science;
4. be broadly trained across the major subfields of political science.

Requirements for the B.A. in Political Science (36 credits)

PSC 1010. Contemporary Issues and Politics (4) **or** PSC 1011. Enduring Issues in Political Thought (4)

PSC 2310. American Politics (4)

PSC 2019. Political Science Research Methods (4)

PSC/GBS 2510. Comparing Foreign Political Systems (4) **or** PSC/INR 2710. International Relations (4)

PSC 4099. Senior Seminar (4) **or** PSC 4810-4815. Student Intern Program (4)*

Political Science Electives (16)

In addition to the requirements listed above, students must complete 16 additional credits of political science courses. General elective coursework may include independent study coursework, special topic classes, and a maximum of four credits in the Student Internship Program if the student is not using internship hours to meet other major requirements.

Other Requirements

Majors are required to take at least three courses at the 3000-level or higher.

At least one other class (not counting an internship) must be at the 4000-level.

* *The internship must be undertaken in the junior or senior year. Credit is subject to departmental approval.*

Requirements for the Minor in Political Science (20 credits)

Select two courses from the following list (8):

PSC 2310. American Politics (4)

PSC/GBS 2510. Comparing Foreign Political Systems (4)

PSC/INR 2710. International Relations (4)

12 credits of political science courses outside of the classes taken to meet the requirement listed above.

Course Descriptions

PSC 1010. Contemporary Issues and Politics. This course surveys many of the most pressing issues being explored by contemporary political scientists. Why are some communities plagued by violence while others live in peace? Why do mass poverty and war still exist on a global scale? Why do countries that have no intention of using weapons of mass destruction still seek to possess them? How are democratic values and behaviors first established in a society, and how are they passed on to future generations? Students will examine these and other central questions in political science as they learn how the systematic study of political ideas, institutions and behaviors offers unique insights into many of humanity's most profound social and political challenges. *Four credits.*

PSC 1011. Enduring Issues in Political Thought.

This course examines how various political theorists and philosophers have attempted to answer the most fundamental and enduring of political questions. Students will analyze numerous contentious topics from multiple perspectives including questions such as whether there is ever justification for war, what are the civic obligations of citizens and government and how should democracies incorporate peoples of different backgrounds. *Four credits.*

PSC 2019. Political Science Research Methods. In recent decades, empirical research in the social sciences has transformed our understanding of domestic and international politics. Yet, how can we be confident that researchers are presenting valid results rather than just reproducing their biased preferences? This course addresses this question by surveying the primary techniques that political scientists use to describe and explain individual, group, and mass political behaviors. Course topics will include the ethical conduct of research, proper project design, hypothesis development and testing, and the reporting of results. The methodologies investigated will include practices such as interviewing and observation, focus groups, survey research, content analysis and various types of statistical analysis. Students will gain hands-on research experience in exercises and small projects. *This course is restricted to students majoring in political science or international relations. Four credits.*

PSC 2055/IDS 2255/COM 2267. Survey Research Center Practicum. An interdisciplinary introduction to survey research methodology that provides students with hands-on experience conducting phone-based surveys as an interviewer in High Point University's Survey Research Center. Students will receive training in research ethics and interviewing skills, as well as obtain experience designing,

collecting, and analyzing surveys. *One or two credits. Can be repeated for one credit, up to 3 semesters.*

PSC 2310. American Politics. This course surveys the origins, institutions, and culture of the US political system. What kind of democracy did the nation's founders intend to build? How and why has American democracy changed over time? How can everyday people influence government? Do the media and pop culture help or hinder good governance? How well do the nation's political institutions serve the common good? Do state and local governments advance or inhibit policy innovation? Students will explore these and other enduring questions in order to reach to their own conclusions about the health and direction of American democracy in the 21st Century. *Four credits. [S]*

PSC 2398. Politics and Power Inside DC. This course takes students behind closed doors in the nation's capital where many of America's most important political decisions are made. The class begins on the High Point University campus with an exploration of case studies and eyewitness accounts of politics and policymaking. Seminars will expose students to a diverse array of insider and practical analyses of political elite and institutional behavior. Over a period of two weeks outside of the University's normal academic calendar, the course will shift locations to Washington, D.C. In Washington, students will interact with elected officials, lobbyists and other powerbrokers, while also exploring many of the nation's most noteworthy political landmarks and centers of power. Participation is mandatory in the off-campus component of this course. *Four credits.*

PSC/GBS 2510. Comparing Foreign Political Systems.

Using country case studies selected from Asia, Africa, Europe, Latin America and the Middle-East, this course compares the structure of political power across many of the world's most influential nations. Students will investigate why different types of governments vary in their capacity to develop modern economies, limit political violence, protect excluded groups and respond to their citizens' needs. While the primary focus is on governmental institutions and political behavior, the course covers multiple cultural perspectives on the role and optimal structure of government, and it surveys the basic geography, history and the circumstances of everyday life in numerous foreign settings. *Four credits. [GS]*

PSC/INR 2710. International Relations. This course explores how global and domestic politics interact to shape foreign policy behaviors, strategic alliances and interactions among nations. Students will investigate why countries choose to cooperate or engage one another in conflict, how globalization and the changing fortunes of the world's most powerful nations are reshaping the roles and power of international institutions and whether nations are likely to work together to solve the most pressing international problems of our day. *Four credits. [S]*

PHL/PSC 3009. Political Philosophy. This course studies representative philosophies of Western political traditions from an historical perspective with emphasis placed upon modern European and American theories of state and society. *Four credits.*

PSC 3310. American Political Institutions. This course offers an in-depth analysis into the three principal institutions of the US political system: the Congress, the presidency and the courts. The class will examine how political parties and interest groups affect these institutions in terms of public confidence, elections and policy outcomes. The goal of the course is to develop an advanced understanding as to how all of these institutions intertwine while attempting to function within the Constitutional framework of the United States. *Four credits.*

PSC/WGS 3311. Women and Politics. This course considers the theoretical foundations of women's role in society and examines the scope and nature of the difference that women make in politics. It examines the changing role of women in American politics — as citizens, voters, candidates and elected officials — from the 1800s to the present. Finally, it evaluates the ways that legislation and litigation have altered the political and legal rights of women in modern society. *Four credits.*





PSC 3317. Pop Culture, Media, and Politics. The course explores how popular culture impacts political actors, attitudes, and outcomes through mediums such as film, magazines, television shows, and the internet. It will also analyze how mainstream and alternative news coverage has impacted American politics, seeking to understand how the impact of popular culture has changed over time and the extent to which it enhances or detracts from the quality of American democracy. *Four Credits.* [S]

PSC 3320. The Constitution, Civil Liberties, and the Courts. This course provides an in-depth analysis of the legal foundations of our nation. Students will analyze how and why the meaning and scope of civil liberties have evolved over time. The course considers the Constitutional framework within which federal judges operate, dozens of pivotal Supreme Court cases and the main factors behind judicial decision-making. Course topics will include numerous enduring questions—such as what limits should be placed on freedom of speech or governmental involvement with religion—while also engaging contemporary issues and Constitutional questions. *Four credits.*

PSC 3330. Public Opinion. This course introduces students to the origins and effects of political attitudes as well as the methods that political scientists use to measure them. Students will learn about the impact of historic events, media and elite rhetoric on public attitudes as well as how

political figures react to public opinion in order to make their own decisions. The course will also draw on the resources of the university's survey research center to illustrate important concepts in writing and fielding public opinion surveys. While US political attitudes are the primary focus of the course, students will also learn about differences in public opinion across several countries. Students will gain hands-on experience analyzing and presenting the results of polls from political campaigns as well as policy areas such as education, health care and international affairs. *Four credits.*

PSC 3332. Campaigns and Elections. This course is a practical introduction to US elections that takes students behind the scenes of historic and on-going political campaigns. Students will learn about the challenges of running for public office, including how professional politicians build and manage campaign organizations, develop messages and strategies and promote their candidacies using television and new media. The course will expose students to the internal workings of ongoing local, state and federal campaigns through visits by candidates and political operatives, opportunities to work on actual campaigns and exercises in which they will employ campaign techniques and tactics. *Four credits.*

PSC 3510. Latin American Politics. This seminar compares the sociopolitical histories, governance systems and policy priorities of numerous Latin American societies.



Through in-depth case country studies, including a close look at regional powers Brazil and Mexico, students will investigate issues of considerable relevance throughout Latin America and beyond. Such questions include: why is poverty so widespread despite the region's rich natural resources, why have military rule and revolution found such widespread public support, how have US security and economic preferences impacted regional politics and what can be done to strengthen the rule of law and democracy? *Four credits.*

PSC 3511. Ethnic Politics. This course considers different perspectives on ethnicity and its political salience in the modern world. It explores how and why ethnicity can become a source of political mobilization, competition, and violence. Finally, it examines ways for avoiding and overcoming political tensions in ethnically divided societies and promoting reconciliation after violence. *Four credits.*

PSC 3512. Democracy, Development, and Conflict. This course considers challenges to state sovereignty in the 21st century. It examines different theoretical perspectives on why some states succeed in establishing thriving democracies, market economies, and civil societies, while others fail to break out of poverty, violence, and/or authoritarianism. To answer this question, the course will focus on classic readings and contemporary research on issues of democratic and authoritarian state formation, the problem of state failure, national identity and political culture, poverty and economic development, political violence, and globalization. *Four credits.*

PSC/INR 3513. European Politics. This course will investigate the major political, social, and economic dynamics shaping contemporary European politics using

the tools of comparative political science. Through readings, written assignments, discussion, and in-class activities, students will examine the political-historical origins of contemporary European institutions, the features of parliamentary government, multiparty democracy and electoral systems, and other essentials of European politics today. The second half of the course will invite students to analyze the European Union, including its tumultuous evolution, its major decision-making institutions, its relations with member states and its changing role in international relations. Finally, students will have an opportunity to explore and evaluate a range of contemporary challenges facing Europe today. *Prerequisite: One 1000- or 2000-level political science course, or permission of the instructor. Four credits.*

PSC/HST 3701. The United States and the Middle East since 1945. This course is a diplomatic, political and economic history of American involvement in the Middle East and Europe since World War II. The course presents different interpretations of the role the United States has played in the region. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

PSC 4099. Senior Seminar. This seminar is a capstone course to the political science and international relations majors. Working closely with one or more faculty mentors, students will complete and publicly present a substantial original research project on an approved topic of their choice. Students will also compile a professional portfolio designed to help them transition with success to professional employment or graduate school. *Prerequisites: This course is open to INR and PSC majors only; senior standing is required except by instructor approval. Four credits.*

PSC 4320. Judicial Politics. This course is an in-depth exploration of the American judiciary as a political institution. To this end, it will consider the structure, functions and activities of American courts. The seminar will also examine how courts interact with their publics, other courts and other political institutions. Finally, it will investigate how courts act as policymakers as well as the consequences of these actions for American democracy. *Prerequisites: Sophomore standing and PSC 2019, or permission of the instructor. Four credits.*

PSC 4710. International Conflict and Security.

This seminar provides an in-depth analysis of why interstate war, civil conflict, genocide and terrorism continue despite our growing capacity to address other sources of human suffering. The course will explore how international regimes, globalization, advances in military technology and evolving human rights norms are reshaping the causes and methods of warfare. Students will evaluate a wide range of strategies to reduce inter-and intra-state violence. *Prerequisites: Sophomore standing and PSC 2019, or permission of the instructor. Four credits.*

PSC 4720. US Foreign Policy. This course investigates how the US government interacts with the world. Topics addressed in the class include: Who are the most powerful political actors in shaping the content and priorities of foreign policy? Why do we sometimes pursue relationships with foreign actors that some Americans view to be immoral? How do interest groups, the media, and public opinion affect the way the US interacts with other countries? Why do US priorities and relations with other countries vary so much across different world regions? Students will have numerous hands-on opportunities to explore these questions and others as they apply course concepts to realistic policy-making scenarios. *Prerequisites: Sophomore standing and PSC 2019, or permission of the instructor. Four credits.*

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

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

PSC 4810-4815. Student Internship. Credit-bearing internships are arranged through the Office of Career and Professional Development and the Internship Resource Center. *Three, four, six, eight, ten, or twelve credits.*



"The psychology professors really care about your progress as a student. They have helped me prepare for my future."

– Alec Cunningham (former student)

Department of Psychology

Dr. Gregory Hundt, *Chair*; Dr. Elizabeth Bennett; Dr. Kelly Curtis; Dr. Deborah Danzis; Dr. Sadie Leder-Elder; Dr. Kirsten Li-Barber; Dr. Stacy Lipowski; Dr. Christopher Lootens; Ms. Laura Nagy; Dr. Sarah Ross; Dr. Jana Spain; Dr. Kimberly Wear.

Programs of Study

- Psychology Major (B.S.)
- Psychology Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Psychology, students must complete one of the following:

B.S. in Psychology

Major Requirements.....	44 credits
University Core Requirements	50 credits
Electives.....	34 credits
TOTAL.....	128 credits

Psychology Major

The psychology department welcomes all those who are interested in the scientific study of human behavior and mental processes. The department offers a program leading to a Bachelor of Science in Psychology. This program provides many options, allowing students to create an individualized academic plan that meets their particular needs and prepares them for a variety of post-graduation options. Specifically, graduates of the psychology program continue their education with graduate training in subareas of psychology, such as clinical, social, personality, developmental, cognitive, and industrial/organizational psychology. Other graduates complete post-baccalaureate training in professional fields such as law, business, medicine, and education. Our psychology graduates also choose employment in a variety of business and human service organizations. All students wishing to major in psychology should consider their career options early in their academic program and seek appropriate information and assistance from the psychology faculty.

Student Learning Outcomes

Upon completing the Psychology Program at High Point University, students will:

1. develop a broad knowledge base of psychology;
2. develop critical thinking skills in psychology;
3. understand research methods in psychology;
4. understand ethics in psychology;
5. develop career-relevant knowledge, skills, and abilities;
6. develop their communication skills.

Requirements for the B.S. in Psychology (44 credits)

Required Core Courses (16)

- PSY 2000. Introduction to Psychology (4)
- PSY 2100. Statistics for Psychology (4)
- PSY 3100. Research Methods in Psychology (4)
- PSY 4100. Advanced Research Methods in Psychology (4)

Required Electives (28)

Select 3 courses from Area A, 2 courses from Area B, and 8 credits from Area C.



A. Survey of Psychology

Choose 3 of the following courses (12):

- PSY 2200. Personality Psychology (4)
- PSY 2250. Abnormal Psychology (4)
- PSY 2300. Lifespan Development (4)
- PSY 2400. Social Psychology (4)
- PSY 2500. Cognitive Psychology (4)
- PSY 2600. Biopsychology (4)
- PSY 2880. Special Topics (4)

B. Psychological Processes

Choose 2 of the following courses (8):

- PSY 3210. Person Perception (4)
- PSY 3250. Child Psychopathology (4)
- PSY 3310. Child Development (4)
- PSY 3320. Adolescent Development (4)
- PSY 3410. Social Cognition (4)
- PSY 3420. Close Relationships (4)
- PSY 3450. Industrial/Organizational Psychology (4)
- PSY/GBS 3470. Cross-Cultural Psychology (4)
- PSY 3510. Language and Thought (4)
- PSY 3520. Sensation and Perception (4)
- PSY 3610. Health Psychology (4)
- PSY 3620. Human Sexuality (4)
- PSY 3710. Career Development & Psychology (4)
- PSY 3880. Special Topics (4)
- PSY 3910. Forensic Psychology (4)

C. Applications of Psychology

Choose 8 credits from the following courses:

- PSY 4110. Undergraduate Research*
- PSY 4120-4130. Independent Study (4)
- PSY 4190. Psychological Testing (4)
- PSY 4200. Counseling and Psychotherapy (4)
- PSY 4210. Personality and Psychopathology (4)
- PSY 4301. Family Dynamics (4)
- PSY 4311. Cognitive Development (4)
- PSY 4342. Cognitive Aging (4)
- PSY 4430. Social Influence (4)
- PSY 4450. Organizational Behavior (4)
- PSY 4510. Learning and Memory (4)
- PSY 4610. Drugs and Human Behavior (4)
- PSY 4620. Clinical Neuropsychology (4)
- PSY 4710-4750. Student Internship Program*
- PSY 4880. Special Topics (4)

* No more than 4 credits will count toward the Psychology major.

Required supporting courses: BIO 1100, BIO 1500, or BIO/PHS 2060/2061.

Note: PSY 2100 has a prerequisite of MTH 1130 or higher.

Note: All psychology majors are expected to complete the Psychology Department Assessment Packet, including the Major Field Test, during their final semester before graduation. Please see your advisor for details.

Requirements for the Minor in Psychology (20 credits)

PSY 2000. Introduction to Psychology (4)

8 credits at the PSY 2000 level (excluding PSY 2000)

8 credits at the PSY 3000/4000 level

Course Descriptions

PSY 2000. Introduction to Psychology. An introduction to the major theories, concepts, and applications of psychological topics, including neuropsychology, sensation and perception, human development, learning and memory, social, personality, and psychological disorders and therapy. Throughout the course, an emphasis is placed on understanding the link between theory and real-world application of psychological principles. Students also participate in experiential research activities, which include research studies, reading journal articles, attending psychology media presentations or guest speaker presentations. *Course is offered in the fall and spring. Four credits.* [S]

PSY 2100. Statistics for Psychology. An introduction to descriptive and inferential statistics commonly used by psychologists, including measures of central tendency, variability, t-tests, correlation, regression, and analyses of variance. Emphasis is on hypothesis testing, interpretation, and application in psychological research. Students are introduced to psychological research methods and learn to use statistical software for analyses. *Prerequisites: MTH 1130 or higher. Course is offered in the fall and spring. Four credits.*

PSY 2200. Personality Psychology. A survey of the major approaches to the study of human personality. Focusing on individual differences in affect, behavior, and cognition, the course reviews classic and contemporary personality perspectives, including the biological, trait, behavioral, cognitive, psychoanalytic, and phenomenological perspectives. Students develop an understanding of the tools and methods currently used to assess and study personality and learn to evaluate the relevant scientific research. The relative validity of self-reports, informant reports, behavioral measures, and life outcomes as measures of personality is

"An experiment is a question which science poses to Nature,
and a measurement is the recording of Nature's answer."

– Max Planck

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examined. Special attention is given to an examination of how personality is manifest in everyday life. *Prerequisite: PSY 2000. Course is offered in the spring. Four credits.*

PSY 2250. Abnormal Psychology. The study of abnormal behavior and psychological disorders. Clinical assessment and diagnostic methods are discussed. The major categories of psychopathology in the DSM are reviewed including, but not limited to, anxiety disorders, dissociative disorders, mood disorders, personality disorders, and schizophrenia. Special emphasis is placed on causes, diagnostic features, and current methods of treatment. *Prerequisite: PSY 2000. Course is offered in the fall. Four credits.*

PSY 2300. Lifespan Development. An integrative introduction into the theories, concepts and applied issues related to the study of the human lifespan. The course provides a balanced examination of the developmental processes that underlie child, adolescent and adult development. Special emphasis placed on an examination of how biological precursors, as well as social and cultural experiences can shape an individual's development throughout the lifespan. *Prerequisite: PSY 2000. Course is offered in the spring. Four credits.*

PSY 2400. Social Psychology. An examination of how people think about, influence, and relate to one another in various social contexts. The course emphasis is applying the scientific method to the study of social perception and cognition, attitudes and persuasion, interpersonal attraction, social influence, altruism, aggression, and group

decision-making. The application of social psychological research and theory to everyday social behavior is emphasized. *Prerequisite: PSY 2000. Course is offered in the fall. Four credits.*

PSY 2500. Cognitive Psychology. An introduction to the field of cognitive psychology. Students may expect to learn how humans identify, represent, and process information from their environment. Topics covered within the course include, perceptual recognition, attention, memory, language, problem solving, and decision making. Theory and empirical evidence are used to examine the processes underlying these areas. This includes hands-on involvement with different tasks used in these areas of research. *Prerequisite: PSY 2000. Course is offered in the spring. Four credits.*

PSY 2600. Biopsychology. An introduction to the field of biopsychology. Students may expect to learn about current and past methodologies and research on the interplay of the brain and behavior. Topics covered within the course include investigation of behavioral genetics, evolutionary psychology, neuroanatomy, physiological perspectives of sensory perception, learning and memory, sleeping and dreaming, drug addiction, emotion, human sexuality, and biological bases of psychiatric disorders. *Prerequisites: PSY 2000 and BIO 1100, BIO 1500 or BIO/PHS 2060/2061. Course is offered in the fall. Four credits.*

PSY 2880, 3880, 4880. Special Topics. *Variable credit. May be repeated.*



PSY 3100. Research Methods in Psychology. An introduction to the basic research methods used in psychology. Students are exposed to and receive hands-on experience with each step of the research process; from evaluating published research to the collection and analysis of empirical data. The course covers basic topics relevant to designing, analyzing, and reporting research. Topics include the role of theory, the basics of measurement, measurement techniques, application of descriptive and inferential statistics, experimental and non-experimental research designs, scientific writing, and ethical issues. *Prerequisites: PSY 2000 and PSY 2100. Course is offered in the fall and spring. Four credits.*

PSY 3210. Person Perception. An examination of the models and theories of person perception with a focus on current areas of research. The course discusses the nature of social judgments, how social perceivers combine information about an individual to reach a judgment, and how that judgment subsequently influences social interactions. Topics include the validity of first impressions, the use of nonverbal cues to understand others, the process by which perceivers make personality judgments, the ability of perceivers to accurately detect thoughts and emotions, and our ability to accurately detect attempts at deception. The application of person perception theory and research to intimate relationship processes, everyday social influence attempts, personnel selection and evaluation processes, and interactions between members of different cultures. *Prerequisite: PSY 2000. Course is offered in the fall of odd-numbered years. Four credits.*

PSY 3250. Child Psychopathology. This course provides a detailed examination of child psychopathology by analyzing psychological disorders in children from a developmental perspective. The initial part of the course will place emphasis on biopsychosocial/cultural perspectives and developmental theory as they relate to abnormal child development, as well as important considerations for assessing psychological disorders in children. The majority of the course will focus on specific psychological disorders that are primarily diagnosed in children. Students will learn specific DSM-V diagnostic criteria and delve into etiological research for each disorder. Additionally, evidence-based treatment recommendations for each disorder will be discussed. Throughout the course, students will have the opportunity to apply the knowledge they acquire to relevant clinical cases mirrored from cases commonly found in child psychology clinics. This course builds upon knowledge that students acquire in Introduction to Psychology and Abnormal Psychology. *Prerequisites: PSY 2000 and PSY 2250. Course is offered in the spring of even-numbered years. Four credits.*

PSY 3310. Child Development. A more focused examination of the period of development that spans from prenatal development up to late childhood. Topics include an examination of traditional and non-traditional birthing methods, the influence of early parent-child relationships on later child development, development of gifted and special needs children, and understanding the development of friendships during childhood. Special emphasis is placed on utilizing classic and contemporary child development research to further students' understanding of the principles and theories discussed in class. Students are given the opportunity to raise their own "virtual child" to provide a hands-on understanding of the biological, social and environmental processes that affect child development. *Prerequisites: PSY 2000 and PSY 2300. Course is offered in the fall of odd-numbered years. Four credits.*

PSY 3320. Adolescent Development. This course provides a targeted examination of the biological, cognitive, and socio-emotional development of humans between the ages of 12–18 years. It will explore the general patterns of development of the "typical" adolescent, as well as focusing on more specific topics related to adolescent development: puberty, risky behavior, peer pressure and dating, parent-adolescent relationships, academics, identity development and psychological well-being. *Prerequisite: PSY 2300. Course is offered in the fall of even-numbered years. Four credits.*

PSY 3410. Social Cognition. An examination of how peoples' perceptions of their social environment motivate their thoughts, emotions and actions. The primary focus of course discussion is on applying this unique perspective to daily life. Course material draws from sources in a variety of contexts, including research in social and cognitive psychology, marketing, group processes, and consumer behavior. *Prerequisites: PSY 2000 and PSY 2400. Course is offered in the spring of odd-numbered years. Four credits.*

PSY 3420. Close Relationships. An introduction to the scientific study of close, intimate relationships. The course considers how attachment processes, social needs, and interpersonal traits might affect the establishment of stable interpersonal ties, examines how relationships form and develop over time, and reviews the factors that contribute to relationship distress and dissolution. Students develop an understanding of how historical and socio-cultural factors influence the form and function of intimate relationships and how the psychological research methods can help us understand the essential role of close relationships in human life. *Prerequisite: PSY 2000. Course is offered in the fall of even-numbered years. Four credits.*

"The psychology program at HPU is amazing. The courses and faculty have ignited a passion for psychology in me, making me want to change the lives of others."

– Krystal Michelle Proctor (former student)

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PSY 3450. Industrial/Organizational Psychology.

An introduction to psychological science as applied to the study of organizations and people at work. The course explores three broad areas of individual and organizational functioning: personnel decision-making (such as job analysis and employee selection); personal work experiences (such as job attitudes and motivation); and work group/organizational issues (such as leadership and group/team dynamics). For each topic, the course examines how psychological research can be conducted and applied to understand and improve worker experiences and organizational functioning. *Prerequisite: PSY 2000. Course is offered in the fall of odd-numbered years. Four credits.*

PSY/GBS 3470. Cross-Cultural Psychology. This study abroad course will examine factors leading to socio-cultural similarities and differences in personality, emotion, interpersonal interaction, relationships, group processes, and physical and mental health in order to identify universal vs. culture-bound aspects of behavior. Issues concerning cultural contact and intercultural relations will be considered. Students will gain a greater appreciation of the influence of culture on everyday experiences while simultaneously understanding that culture is a dynamic entity. Students will participate in individual and small group projects, both in the US and abroad, that explore our understanding of culture and apply the findings of cross-cultural psychology to a variety of human behaviors and experiences in the countries we will visit. *Prerequisite: PSY 2000. Four Credits. [SA, GS]*

PSY 3510. Language and Thought. A comprehensive survey of current theories and research of language functions in natural context and their relation to the processes by which language is produced (how we construct an utterance, from idea to completed sentence), understood (how we perceive and understand speech and written language), and acquired (how children acquire language and how second languages learned). This course examines the relationship between language and thought, psychological approaches to meaning, and disorders of speech and language. *Prerequisites: PSY 2000 and PSY 2500. Course is offered in the fall of even-numbered years. Four credits.*

PSY 3520. Sensation and Perception. This course introduces students to two closely related, though distinct processes. Sensation and perception are the processes by which we absorb information from environmental stimuli (sensation) and convert it into data that our brains and bodies use to modify behavior (perception). Students will learn about the neurobiology of sensory pathways, fundamentals of perceptual processing, and higher level

meaning-making for our senses including: vision (seeing), audition (hearing), the chemical senses (taste and smell), and somatosensation (touch). Additionally, time will be spent discussing what happens when sensory and perceptual processes fail. *Prerequisite: PSY 2500 or PSY 2600. Course is offered in the spring of even-numbered years. Four credits.*

PSY 3610. Health Psychology. An examination of the contribution psychology has made to understanding health and illness. This course focuses on the physiological, psychological, and social factors that contribute to health and illness. The course includes such topics as the promotion and maintenance of good health, the treatment of illness in the medical setting, doctor-patient communication patterns, patients' reactions to illness, and behavioral intervention to reduce health risks. *Prerequisite: PSY 2000. Course is offered in the spring of odd-numbered years. Four credits.*

PSY 3620. Human Sexuality. The scientific study of human sexual behavior and attitudes, examining biological, cognitive, social, and cultural influences. Emphasis is on using psychological science to understand aspects of sexual functioning, sexual behavior, gender/sexuality influences across the lifespan, and sexuality within its societal and cultural context. Topics include, but are not limited to, sexual anatomy and response, gender roles, sexual orientation, sexual deviations, sex-related crimes, sexual dysfunctions, and sex in the context of intimate, romantic relationships. *Prerequisite: PSY 2000. Course is offered in the spring of even-numbered years. Four credits.*

PSY 3710. Career Development and Psychology. Using psychological research on career decision-making, this course examines career preparation, training, and job search issues relevant to psychology. Students explore career options related to psychology, study factors related to career choice, and participate in activities designed to help them clarify and achieve career goals. Emphasis is on preparatory activities during the undergraduate years for careers or graduate study. Additionally, psychological research on job searching, application, and interviewing is studied and used to develop action plans for achieving career goals. The emphasis is on the development of applied skills in career preparation and progression. *Prerequisite: PSY 2000. Course is offered in the spring of odd-numbered years. Four credits.*

PSY 3910. Forensic Psychology. This class serves as an introduction to forensic psychology by exploring the inter-relationships among psychological processes and the legal system. A variety of psychological sub-disciplines are covered, including: abnormal/clinical, social, cognitive, and biological. Topics include interviewing, stereotyping of criminal behavior, jury selection and decision-making,

eyewitness memory as well as the biopsychosocial factors associated with identifying, evaluating, reacting to, and treating criminal or violent behavior are also examined.

Prerequisites: PSY 2000. Course is offered in the fall of even-numbered years. Four credits.

PSY 4100. Advanced Research Methods in

Psychology. The primary objective of this course is for students to expand their basic research skills through the development and execution of their own research project. Students conduct an extensive literature review of a research topic within psychology, design, conduct, analyze, and share their research project within the class. Students experience all aspects of the psychological research process first-hand and further develop their communication skills, both written and oral. *Prerequisites: PSY 2000, PSY 2100, and PSY 3100. Course is offered in the fall and spring. Four credits.*

PSY/URCW 4110. Undergraduate Research.

Undergraduate Research is designed to allow students to develop highly individualized research or creative projects that are typically undertaken by students with an expressed interest in and aptitude for attaining more advanced, hands-on experience in psychology. In this course, students may contract to work individually with a faculty member on a project initiated and designed by

the student, as part of a collaborative research or creative team, on a project initiated by the professor (more typical), or with a group of students working collaboratively on a common project in conjunction with a faculty member.

Students, in collaboration with a faculty member, practice advanced psychological research methods, such as independent project design, data gathering techniques, data analysis, and report writing. *Prerequisites: PSY 2000 and completion of or concurrent enrollment in PSY 2100 or PSY 3100, and permission of the instructor and department chair. Credit is variable, and depends on the quantity and depth of work involved in the proposed research project. No more than four credits may be earned each semester, and no more than four credits may be counted toward Psychology major requirements. One to four credits.*

PSY 4120 – 4130. Independent Study. The study of a particular research problem with the permission of the department chair and under the supervision of a faculty member in psychology. *Restricted to upper level majors in psychology. Four credits.*

PSY 4190. Psychological Testing. This course introduces students to the many applications of psychological testing. Students will learn about reasons for psychological testing and gain exposure to many types of tests available to psychologists. A strong emphasis of the course is helping



students learn how to construct psychological tests and evaluate their psychometric properties (e.g., validity, reliability). Two specific types of psychological testing, intellectual testing and personality assessment, are emphasized in detail. *Prerequisites: PSY 2000 and PSY 2100. Course is offered in the fall of odd-numbered years. Four Credits.*

PSY 4200. Counseling and Psychotherapy. An introduction to topics that cut across counseling practice, such as the stages of psychotherapy, treatment planning, ethics, and multicultural competence. In addition, specific theoretical orientations (e.g., psychoanalytic, behavioral, cognitive) are explored and students are exposed to therapy techniques that are consistent with each of these perspectives. Finally, students are introduced to the dynamics of alternative therapy modalities, such as couples/family and group therapy. *Prerequisites: PSY 2000 and PSY 2250. Course is offered in the spring. Four credits.*

PSY 4210. Personality and Psychopathology. An examination of how personality models and theories can be used to understand psychopathology. Students will learn about how personality and psychopathology are related, and a major focus of the course is the diagnostic category of personality disorders. Students will learn about how personality disorders are classified, assessed, and diagnosed. Throughout the course, emphasis will be placed on examining personality disorders as extreme and maladaptive variants of “normal” personality. *Prerequisites: PSY 2000 and PSY 2250. Course is offered in the fall of even-numbered years. Four credits.*

PSY 4301. Family Dynamics. This course will take a lifespan developmental approach towards understanding the family unit. Topics will include research methodology and theories of the family, as well as the stages of family development: marriage, child-rearing, conflict, divorce, illness and death. Inclusion of critical discussion and comparison of family units outside of the U.S. will provide students with the opportunity to understand how cultural differences have a powerful influence on the developmental tasks of the family unit and its individual members. Students will also examine through both lecture and applied and hands-on activities and projects how developmental change at the level of the individual family member impacts functioning of the entire family unit, and conversely how changes within the family unit impact the development of the individual members. *Prerequisite: PSY 2300. Course is offered in the spring of even-numbered years. Four credits.*

PSY 4311. Cognitive Development. In this course students will gain a broader and deeper understanding of theories and research concerning children’s thinking. The course material will build on the knowledge that students already acquired in Lifespan and Cognitive Psychology. Students will learn how thinking changes as children get older and gain experience in the world. Topics covered include theories of general cognitive development (e.g., Piaget’s stage model) as well as findings regarding specific cognitive advancements (e.g., memory, language, problem solving). *Prerequisite: PSY 2300 or PSY 2500. Course is offered in the fall of even-numbered years. Four credits.*

PSY 4342. Cognitive Aging. An in-depth examination of adult age-related changes in basic cognitive functions. Specifically, the course focuses on memory, reasoning, language and intelligence, and applies the current theory and research to the use of these processes in everyday life. Emphasis is placed on the application of scientific methods to the study of aging. The course also examines cognitive dysfunction from mild cognitive impairment to more severe impairments such as Alzheimer’s Disease. *Prerequisites: PSY 2000 and PSY 2500. Course is offered in the fall of even-numbered years. Four credits.*

PSY 4430. Social Influence. An in-depth analysis of topics within the subfield of social influence. Topics in this area include persuasion, conformity, obedience, and group processes. This course emphasizes the application of social influence concepts within a number of domains. Course work includes several experiential independent projects. *Prerequisites: PSY 2000 and PSY 2400. Course is offered in the fall of odd-numbered years. Four credits.*

PSY 4450. Organizational Behavior. A study of the determinants and consequences of behavior in work organizations, focusing on individual-level, group-level, and organization-level variables. Scientific research is reviewed to understand these influences and how they affect personal experiences and organizational effectiveness. Influences such as personality, emotions, social perception, job satisfaction, power, conflict, workplace violence, and organizational culture are reviewed, with emphasis on how knowledge gained from systematic study can apply to employee well-being and evidence-based management strategies. *Prerequisites: PSY 2000 and PSY 3450. Course is offered in the spring of even-numbered years. Four credits.*



PSY 4510. Learning and Memory. A comprehensive study of the literature on learning and memory including cognitive and neural organization of memory, mechanisms of remembering and forgetting, and why people sometimes falsely remember events that never happened. The course integrates theory and empirical research with application to everyday memory situations. Students can expect direct experience with common tasks used in research. *Prerequisites: PSY 2000 and PSY 2500. Course is offered in the spring of odd-numbered years. Four credits.*

PSY 4610. Drugs and Human Behavior. Examines the basic principles of psychopharmacology and the effects of psychoactive drugs on human nervous system functioning, emotion, thought, and behavior. Historical and current patterns of drug use are explored, with an emphasis on drugs of abuse and their effects on individuals. The effects, applications, and abuse of several drug classifications are studied, including but not limited to stimulants, narcotics, hallucinogens, cannabinoids, depressants, and alcohol.

Relationships and applications to several areas of psychology are discussed, as are general issues in prevention and treatment. *Prerequisites: PSY 2000 and PSY 2600. Course is offered in the fall of even-numbered years. Four credits.*

PSY 4620. Clinical Neuropsychology. This course is designed to provide students with a broad understanding of brain-behavior relationships and apply this knowledge to the clinical assessment and treatment of patients with neurological diseases, conditions, and/or damage. This course provides an overview of functional neuroanatomy, thoroughly examines several pathological conditions of the central nervous system and their associated cognitive, emotional, and behavioral correlates, and reviews through the necessary components of neuropsychological assessment. *Prerequisites: PSY 2600. Course is offered in the spring of odd-numbered years. Four credits.*

PSY 4710-4750. Student Intern Program. *Three, four, six, eight, ten, or twelve credits.*

Department Religion & Philosophy

Dr. Clinton Corcoran, *Chair*; Dr. Joseph Blosser; Dr. Matthew Brophy; Dr. Claudine Davidshofer; Dr. Ashley Dreff; Dr. Christopher Franks; Dr. Elizabeth Hupfer; Dr. Gregory Lipton; Dr. Amy MacArthur; Dr. Amanda Mbuvi; Dr. Robert Moses; Mr. Thaddeus Ostrowski; Dr. Mark Toole.

Programs of Study

- Philosophy Major (B.A.)
- Religion Major (B.A.)
- Philosophy Minor
- Religion Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Religion and Philosophy, students must complete one of the following:

B.A. in Philosophy

Major Requirements.....	36 credits
University Core Requirements	50 credits
Electives.....	42 credits
TOTAL.....	128 credits

B.A. in Religion

Major Requirements.....	36 credits
University Core Requirements	50 credits
Electives.....	42 credits
TOTAL.....	128 credits

The Department of Religion and Philosophy offers both major and minor programs in Religion and Philosophy.

Through these programs, the department seeks to provide inquiry into ideas, convictions, and ways of life that have shaped human history. Steeped in the liberal arts and consistent with the mission of the University, departmental programs offer opportunities for students to engage in critical thinking while cultivating the growth and development of the whole person. The programs in Religion and Philosophy will also prepare students seeking admission to theological seminaries and graduate schools.

Philosophy Major

Student Learning Outcomes

Upon completing the Philosophy Program at High Point University, students will:

1. be adept at presenting complex argumentative theses;
2. be prepared for placement in graduate study;
3. be adept at writing complex argumentative papers;
4. be adept at sourcing, judging authority, and research;
5. have an introductory knowledge of logic and ethics;
6. have familiarity with persons and ideas of significance in the Western Philosophic tradition.

Requirements for the B.A. in Philosophy (36 credits)

One course in Logic selected from the following (4)

PHL 1006. Logic and Critical Thinking (4)

PHL 3006. Symbolic Logic (4)

PHL 3007. Predicate Logic (4)

One course in Ethics selected from the following (4)

PHL 2008. Social Ethics (4)

PHL 2010. Biomedical Ethics (4)

PHL 2013. The Ethics of Education (4)

PHL/WGS 2016. Family Ethics (4)

PHL 2017. Communication Ethics (4)

PHL/REL 2019. Environmental Ethics (4)

PHL 2043. Business Ethics (4)

Three courses in History of Philosophy selected from the following (12)

PHL 2020. Ancient Philosophy (4)

PHL/REL 2021. Medieval Philosophy and Theology (4)

PHL 2022. Modern Philosophy (4)

PHL 3023. Contemporary Continental Philosophy (4)

PHL 3024. Contemporary Anglo-American Philosophy (4)

Senior Seminar (4)

PHL 4099. Senior Seminar (4)

Elective credits in Philosophy (12)

Note: *In addition to PHL 4099, at least 8 credits must be at the 3000-level or above*

Requirements for the Minor in Philosophy (20 credits)

4 credits in Logic

4 credits in History of Philosophy

12 Elective credits

Note: 4 credits must be at the 3000 level or above.

Religion Major**Student Learning Outcomes**

Upon completing the Religion Program at High Point University, students will:

1. be adept at presenting complex argumentative theses;
2. be prepared for placement in graduate study;
3. be adept at writing complex argumentative papers;
4. be adept at sourcing, judging authority, and research;
5. have an introductory knowledge of the academic study of the Bible;
6. have familiarity with persons and ideas of significance in the Christian tradition;
7. have familiarity with multiple religious traditions in global context.

Requirements for the B.A. in Religion (36 credits)

One course in Biblical Studies (4)

REL 2001. The Five Books of Moses (4)

REL 2003. Hebrew Prophets (4)

REL 2004. Jesus in the Gospels (4)

REL 2006. Life and Letters of Paul (4)

REL 3000. Biblical Interpretation (4)

REL 3005. Psalms and Wisdom Literature (4)

REL/WGS 3007. Women in the Bible (4)

One course in Theology/History (4)

REL 2020. Early Christian Thought (4)

REL/PHL 2021. Medieval Philosophy and Theology (4)

REL 2022. Modern Christian Theology (4)

REL 2023. Contemporary Christian Theology (4)

REL 3017. Foundations of Christian Ethics (4)

REL 3020. Great Theologians (4)

REL/PHL 3025. Evil, Suffering, and God (4)

REL 3028. Religion in America (4)

REL/GBS 3327. World Christianity (4)

One additional course in either Biblical Studies or Theology/History from the above distributions (4)

One course in World Religions (4)

REL/WGS 2026. Women in Islam (4)

REL 2036. Religions of East Asia (4)

REL 2037. Religions of South Asia (4)

REL 2018. Asian Religions and Environmental Concerns (4)

REL 3031. Religions of Japan (4)

REL 3032. Buddhist Traditions: Zen & Pure Land (4)

REL 3033. Contemporary Buddhist Developments (4)

REL 3034. Sages, Monks, and Ascetics (4)

REL 3035. Comparative Religious Perspectives (4)

REL/PHL/GBS 3331. Asian Thought & Global Concerns (4)

REL 4099. Senior Seminar (4)*

Elective credits in Religion (12)

Note: None of the above requirements can be met by a 1000-level course; Only 12 credits of 1000-level courses will count toward the major; At least sixteen credits must be at the 3000-level or above.

* REL 4099 is offered each fall. Students seeking Department Honors must complete REL 4099 in the fall semester and then expand their research project throughout the ensuing spring semester and present their revised paper at an academic conference or submit it to a journal. The revised paper will be circulated among the department faculty in the spring semester to determine if it qualifies for Honors.

Requirements for the Minor in Religion (20 credits)

REL 2099. Approaches to Religion (4) **or** another course approved by the Department Chair (4)*

One course in Biblical Studies selected from the following (4):

REL 1001. The Hebrew Bible / Old Testament Studies (4)

REL 1002. New Testament Studies (4)

REL 1009. Introduction to Biblical Themes (4)

REL 2001. The Five Books of Moses (4)

REL 2003. Hebrew Prophets (4)

REL 2004. Jesus in the Gospels (4)

REL 2006. Life and Letters of Paul (4)

REL 3000. Biblical Interpretation (4)

REL 3005. Psalms and Wisdom Literature (4)

REL/WGS 3007. Women in the Bible (4)

Elective credits in Religion (12)

Note: At least one course used to satisfy requirements for the Religion minor must be at the 3000 level.

Course Descriptions

REL 1001. Hebrew Bible/Old Testament Studies. The Hebrew Bible functions as scripture in both Judaism and Christianity (as Tanakh and Old Testament respectively). Despite its origins in the Ancient Near East, it has also attained considerable cultural significance as a work of Western literature. In this way, it complicates the usual distinctions between modernity and tradition, East and West. This course will explore the Bible and the contradictions that envelop it, examining it as a multifaceted compilation of ancient Hebrew (and Aramaic and Greek) literature and considering its various roles in contemporary life. *Four credits.* [R]

REL 1002. New Testament Studies. An introductory study of the books of the New Testament from literary, historical, and religious perspectives. The course includes a study of the Greco-Roman and Jewish setting of the New Testament, in-depth examination of the literary genres included in it, and consideration of its place in the developing faith of the earliest churches. *Four credits.* [R]

REL 1003. Sacred Experiences in World Religions. This course will explore the phenomenon of religion as found within numerous historical and cultural contexts. Although no single religious tradition will be treated comprehensively, materials from the following traditions will be selected in order to better examine the thematic issues that animate the religious dimension of the human experience: Judaism, Christianity, Islam, Hinduism, Shinto, Jainism, Buddhism, and Confucianism. *Four credits.* [R]

REL 1004. Introduction to Judaism. This course provides a survey of Jewish history with a view toward understanding the diverse collection of practices and beliefs that comprise contemporary Judaism. Jewish literature and art, as well as the various social conditions in which Judaism was formed and to which it has adapted throughout the centuries, will shed light on the experience of modern Jewish religion and culture. *Four credits.* [R]

REL 1005. Introduction to Christianity. This course introduces students to the Christian religion through a study of its texts, history, and central doctrines. Students should come to appreciate both the beliefs and practices of the Christian churches as well as cultivate an understanding for what theology is and how it develops. Major topics may include the notions of canon, trinity, incarnation, Christology, soteriology, creed, prayer, authority, and church. *Four credits.* [R]

REL 1006. Introduction to Islam. This course will provide a basic, yet systematic overview of the intellectual and spiritual experience of Islam. Beginning with a look at

pre-Islamic Arabia, we will then examine the life of the prophet Muhammad, the development of the Qur'an and the hadiths, the split between Sunni and Shia Islam, and the mystical Sufi Way. We will then examine more contemporary issues such as the place of Islam in America, the role of women, and the rise of Islamic Fundamentalism. *Four credits.* [R]

REL 1007. Introduction to Hinduism. This course will provide a basic, yet systematic overview of the myriad of Hindu religious traditions. We will progress historically from the Indus Valley civilization, to the Vedic Period, through the rise of the epic traditions and yoga philosophies, right up to present day Hindu nationalist movements. This course will cover such topics as creation myths, gods and goddesses, cycles of rebirth and paths of liberation, Indian literature and philosophy, yogas and devotionalism, and temples and pilgrimage sites. *Four credits.* [R]

REL 1008. Introduction to Buddhism. This course will provide a basic, yet systematic overview of the Buddhist religious tradition. This course will cover such topics as the life of the Buddha, the origins of Buddhism in India, the development of major doctrines and institutions, monastic and lay life, the tradition's growth and gradual spread throughout Asia, as well as contemporary expressions of Buddhism. *Four credits.* [R]

REL 1009. Introduction to Biblical Themes. In this course students will examine Biblical images of creation, fall, redemption, and sojourner in shaping human self-understanding. The course will include historical, literary, and interpretative responses to the Biblical images. *Four credits.* [R]

REL 1019. Christian Worship and Personal Reflection. A practicum using the chapel worship services to enable the student to understand and reflect upon the meanings of corporate hymns, prayers, readings, scripture lessons, and sermons and the beginning, retention or loss of those elements in their life to date. *One credit.*

REL 1020. Christian Worship and Personal Development. A practicum using the chapel worship services to enable the student to reflect upon the importance of worship attendance in the future plans of the student. *Prerequisite: REL 1019. One credit.*

REL 1021. Christian Worship and Church Leadership. A practicum using the chapel worship services, field visits, interviews, and a reflection paper to understand the role of leadership within a community of faith. *Prerequisite: REL 1020. Must be taken for a letter grade to receive credit toward the major or minor in Religion. Two credits.*

REL 2001. The Five Books of Moses. The Five Books of Moses include the biblical books of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. These books have a diverse range of styles and interests, including the creation narratives and the Ten Commandments as well as less frequently cited texts. This course will engage their view(s) of what it means to be the people Israel, the way in which they have shaped those communities who regard them as sacred scripture, their relationship to the ancient context from which they emerged, and their contribution to broader societal conversations about social and ethical issues. *Four credits.* [R]

REL 2003. Hebrew Prophets. This course studies the prophetic literature in the Hebrew Bible, with special attention given to its background, theology, and emphases on corporate and individual responsibility, and concepts of social justice, ancient and modern. *Four credits.* [R]

REL 2004. Jesus in the Gospels. This course studies the ministry and teachings of Jesus as presented in the Gospels of the New Testament in light of modern biblical scholarship. *Four credits.* [R]

REL 2006. Life and Letters of Paul. A study of one of the most important figures in the history of Christianity—Paul of Tarsus. This course will consist of an examination of his life, his call/conversion, his understanding of the first century’s social, political and ethical concerns, the theological development of the early church and an investigation of the purpose and content of his letters. *Four credits.* [R]

REL 2007. Biblical Justice: Engaging Hunger and Poverty in High Point. This course will study the Bible’s teachings on wealth and poverty and use this knowledge to reflect on the experiences and encounters with those experiencing poverty, homelessness, and hunger in the High Point community. The course will reflect on the causes of poverty (natural and unnatural), contemporary economic arrangements, and wrestle with the question of what the biblical writers might say to us in our current condition. The course will repeatedly ask these questions as participants both journey in communities that work with High Point’s poor and walk through biblical passages that show God’s concern for those experiencing poverty and God’s call to action to address poverty. *Four credits.* [SL]

REL 2009. Holy Land: Geography, History and Theology in the Gospels and Second Temple Judaism. The Judaism of Jesus’ day was in large part the result of competing visions on how Jewish life should be lived under foreign rule. This course is a detailed study of early Jewish and Christian history, with particular attention to

the land and space. Students will wrestle with the complex historical and theological question of what is the relationship between Christianity and Judaism and what role has the land played in the intersection of these two faiths. Particularly, the class will ask how the Jesus movement offered an alternative vision to other competing visions on what it means to be the people of God living in a Promised Land occupied by a foreign power. *Maymester Course. Travel Component Required. Four credits.* [R, SA]

REL 2015. Faith and Ethics. An exploration of ethics from a theological perspective, with particular emphasis on how Christian faith contextualizes and shapes the moral life. Special attention will be given to the way major figures have thought critically about the meaning of faith, ethics and what it means to live well in relationship with God and other people. *Four credits.* [E]

PHL/WGS 2016. Family Ethics. An introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. *Service Learning sections available. Four credits.* [E]

REL/PHL 2019. Environmental Ethics. An introduction to ethical reflection on environmental issues. The course will include an examination of how various religious and philosophical traditions have viewed the relationship of humans to the rest of the natural world and a review of critical environmental problems and ways to address them. *Service Learning sections are available. Four credits.* [E]

REL 2020. Early Christian Thought. This course is a study of Christian thought from New Testament times through the major ecumenical councils. The course focuses on primary source readings and helps the student understand the development of Christian thought and the formation of Christian doctrine. *Four credits.* [R]

REL/PHL 2021. Medieval Philosophy and Theology. A study of medieval philosophical and theological reflection in the Mediterranean region, from Augustine to the nominalists. Christian, Jewish, and Islamic thinkers will be considered, with special emphasis on questions about metaphysics, the existence and attributes of God, the human person, and the problem of faith and reason. *Four credits.* [R]

REL 2022. Modern Christian Theology. This course is a historical and critical study of Christian thought from the Reformation through the nineteenth century. Major figures considered include (but are not limited to) Martin Luther, John Calvin, and Menno Simons. Topics will focus not only on reformation themes of church,

soteriology, free will and predestination but the entire range of theological considerations as well as counter-reformation responses. *Four credits.* [R]

REL 2023. Contemporary Christian Theology. A careful assessment of twentieth and twenty-first century Christian theological movements as they grapple with contemporary challenges. Theological topics of particular interest include hermeneutics, liberation, Black theology, feminism, womanist theology, Neo- and Radical Orthodoxy. *Four credits.* [R]

REL /PHL 2024. Existentialism. This course will focus on the major Existentialist thinkers of the 19th and 20th Centuries. Existentialists try to discover what gives meaning to human existence: is it God, or relationships with other humans, or radical freedom and individuality, or maybe even nothing at all? To answer this question, we will study both non-religious Existentialist thinkers (Camus, Nietzsche, Heidegger, and Sartre) and religious Existentialist thinkers (Kierkegaard, Buber, Levinas, and Marcel). *Four credits.*

REL 2036. Religions of East Asia. This course provides an overview of the religious traditions of China and Japan. In particular, we will examine the religious practices and beliefs associated with Confucianism, Daoism, Buddhism, and Shinto. The student will come to better understand topics such as divination, geomancy, filial piety, ancestor veneration, cosmology, inner alchemy, and meditation. *Four credits.* [R]

REL 2037. Religions of South Asia. This course provides an overview of the religious traditions of India, Sri Lanka, Pakistan, and Bangladesh. In particular, we will examine the religious practices and beliefs associated with Hinduism, Jainism, Sikhism, and Buddhism in those countries. The student will come to better understand topics such as fasting, pilgrimage, cosmology, puja, colonialism, yoga, and meditation. *Four credits.* [R]

REL 2038. Gender, Sexuality, and Islam. This course will examine the place of women in the tradition, history, and main social and legal institutions of Islam. Arguably, Islam, as a major system of beliefs in the world, affects Muslims and non-Muslims alike. Consequently, besides examining the basic tenets and texts of the religion about gender and women, this course focuses on the variety of ways in which Muslims and non-Muslims have understood and interpreted the role of women in Islam. *Four credits.*

REL/PHL 2039. Buddhism and Culture in Southeast Asia.

This course will provide a systematic overview of the Buddhist philosophic and religious traditions as established, lived and found in Thailand, Cambodia, and Vietnam. The exploration of these philosophic and religious traditions will in turn serve as a useful lens for better understanding culture and society in Southeast Asia. Topics that will be covered include the life of the Buddha, the origins of Buddhism in India, the development of major philosophic principles, doctrines and institutions, monastic and lay life, the tradition's growth and gradual spread throughout Southeast Asia, as well as its contemporary expressions in the region. Throughout the course we will cover both the internal forces and influences that led to the development of this religious tradition, as well as the political, social, and cultural pressures that shaped the tradition's growth. Additionally, we will examine the reaction of Southeast Asian Buddhists to the Vietnam conflict and the Cambodian genocide. *Four credits.* [R]

REL 2099. Approaches to Religion. The course explores a variety of approaches to the study of religion and the religions and a number of questions commonly raised by such study. Approaches will include cultural/interpretive, philosophical, functional/explanatory, inclusivist/ experiential, and particularist/postmodern. Students will be encouraged to develop their own constructive views by pursuing such approaches to religious studies. The course is designed to immerse students in an intensive seminar, which requires students to bear a great responsibility for driving class conversation. The course demands close attention to primary texts, rigorous discussion of ideas, and continual assessment of ideas in light of contemporary experiences. *Four credits.*

REL 2701. Biblical Hebrew for Reading I. This course introduces students to the importance of the Hebrew language in Old Testament interpretation. To that end, students will learn basic grammar, syntax, and vocabulary of biblical Hebrew, with particular emphasis on the ways in which the understanding of that language affects and enriches the interpretation of brief Old Testament texts in their original historical, literary, and theological contexts. The texts chosen in a given semester will reflect the students' study in other religion courses. *Two credits.*

REL 2702. Biblical Hebrew for Reading II. A continuation of REL 2701. This course includes more complex issues of grammar and syntax, enabling the students to read longer passages from the Old Testament. Emphasis will be on increasing the interpretive sophistication of the student in one Old Testament genre of literature. *Two credits.*

REL 2705. New Testament Greek for Reading I. This course introduces students to the importance of the Greek language in New Testament interpretation. To that end, students will learn the basic grammar, syntax, and vocabulary of ancient Greek, with particular emphasis on the ways in which the understanding of that language affects and enriches the interpretation of specific New Testament texts in their original historical, literary, and theological contexts. The brief texts chosen in a given semester will reflect the students' study in other religion courses. *Two credits.*

REL 2706. New Testament Greek for Reading II. A continuation of REL 2705. This course includes more complex issues of grammar and syntax, enabling the students to read longer passages from the New Testament. The emphasis of the second semester is on increasing the interpretive sophistication of the student in one New Testament genre of literature. *Two credits.*

REL 2721. Ecclesiastical Latin for Reading I. An introduction to the Latin of the Western Christian tradition. Students will learn the basic grammar, syntax, and vocabulary of ecclesiastical Latin, with particular emphasis on the ways in which the understanding of that language enhances their engagement with the theology of the Western churches. *Two credits.*

REL 2722. Ecclesiastical Latin for Reading II. A continuation of REL 2721. This course includes more complex issues of grammar and syntax, enabling the students to read longer passages from important theologians. Emphasis will be on increasing the interpretive sophistication of the student in one genre of Latin Christian literature. *Two credits.*

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

REL 3000. Biblical Interpretation. A seminar designed to introduce students to the research principles utilized in discovering the meaning of a biblical text in its historical, literary, and theological contexts. Students will learn to use these analytical methods in an in-depth study of one Old Testament book as well as one New Testament book. *Prerequisite: One 1000- or 2000-level Biblical Studies course. Four credits.*

REL 3005. Psalms and Wisdom Literature. This course studies the Psalms of creation, wisdom, royal theology, and social concern reflecting a world view that experiences God through praise and suffering. The study of the Psalms is coupled with a study of wisdom traditions of Israel that struggle with the questions of retribution, redemption, unjust suffering, divine justice, and the meaning of life as expressed in the Biblical books of Job, Proverbs and Ecclesiastes. *Prerequisite: One 1000- or 2000-level Biblical Studies course. Four credits.*

REL 3006. Visions of the End: Jewish and Christian Apocalyptic. An introduction to the ancient genre known as apocalyptic literature, especially the canonical book of Revelation. To understand the ancient genre in its entirety, selected early Jewish and Christian apocalypses will be included. The course will also consider the influence of Revelation and its interpretations in the subsequent history of Christianity. *Prerequisite: One 1000- or 2000-level Biblical Studies course. Four credits.*

REL/WGS 3007. Women in the Bible. This course examines selected stories about women in both Testaments from literary, historical, sociological, and theological perspectives. The hermeneutic of liberation employed will examine the texts for both their oppressive and their liberating potential. *Four credits. [R]*

REL 3008. The Passion Narratives in the Gospels. This upper level Religion course examines in detail the suffering, death, and burial of Jesus in the Gospels. The course will focus on the unique way that each Gospel writer presents Jesus as he approaches his death and the historical background necessary for understanding the events leading up to and surrounding the death of Jesus. Early historical documents will be examined to show how they shed light on events narrated in the Gospels. Theologically, the course will wrestle with the question of how the distinctive portrayals of Jesus and, at times, discrepancies among the Gospel accounts should be handled. *Prerequisites: REL 1002 and REL 2004. Four credits.*

REL 3017. Foundations of Christian Ethics. An exploration of theological issues in the field of Christian ethics. The course will cover topics such as the sources of Christian ethical reflection, theological anthropology, the relation between church and world, the role of eschatology in Christian ethics, and the relation between ethics and liturgy. *Four credits.*

REL 3018. Asian Religions and Environmental Concerns. This course will examine the historical and contemporary views of humanity's relationship with the environment as understood through the religious and philosophic traditions of Asia. Special attention will be paid to Daoist, Buddhist, and Shinto perspectives on ecological ethics, consumption, interdependent systems, human-animal relations, and environmental activism. We will examine contemporary interpretations of these teachings, as well as analyze the work of engaged Buddhist and Daoist communities. *Four credits.*

REL 3020. Great Theologians. This course will provide an intensive study of major theological figures, including their historical context, religious development, and influence on their religious tradition as well as how they

promote intellectual and spiritual self-understanding in today's culture. One or several theologians may be included at the discretion of the instructor. *Prerequisite: One 1000- or 2000-level course in Christian history and theology. The course may be taken more than once for credit when the content is different. Four credits.*

REL/PHL 3025. Evil, Suffering, and God. An in-depth study of the doctrine of God, particularly as it relates to theodicy: Is the traditional affirmation of God as omnipotent, omniscient, and benevolent compatible with a world humans experience as full of evil, injustice, and unmerited suffering? The question will be considered from a range of biblical, theological, philosophical and literary approaches, both historical and contemporary. *Prerequisite: One 1000- or 2000-level course in Christian history and theology. Four credits.*

REL 3028. Religion in America. An introduction to the religious traditions of the United States viewed from historical and cultural perspectives. Emphasis will be placed on recurring features of the American religious context, and on the way in which immigration and innovation have repeatedly transformed American religious life. *Four credits. [R]*

REL 3031 Religions of Japan. This course will provide a systematic overview of many of the religions of Japan. Progressing historically from the stories of Japan's "mythical" founding, through its feudal and medieval periods, right up to the present day, we will explore the teachings, practices, and institutions of Shinto, numerous forms of Buddhism, syncretistic religious expressions, Christianity, and "New Religions." *Prerequisite: One course from: REL 1003, REL 1008, REL 2036, or REL 2037. Four credits.*

REL/PHL 3032. Buddhist Traditions: Zen & Pure Land. This course will provide a systematic overview of the history, practices, and teachings of two of the largest and most influential forms of Mahayana Buddhism in the world, Zen and Pure Land. We will begin with a brief exploration of the origins of Buddhism before surveying the historical development of Zen and Pure Land sects in China, the Korean peninsula, Japan, and the United States. In particular, we will explore: the role of Zen masters, the use of kōans, seated meditation, and nembutsu recitation, as well as the dynamics of life in a monastery. *Prerequisites: One course from REL 1003, REL 1008, REL 2036, or REL 2037, or permission of the instructor. Four credits.*

REL 3033. Contemporary Buddhist Developments. This course will provide a systematic overview of one of the fastest growing religions in America ... Buddhism. Topics that will be covered include an historical exploration

of the rise of Buddhism in Asia, its introduction to the United States, and a thorough examination of several of the major issues that are shaping the American Sangha, such as ethnicity, gender, Buddhist environmentalism, and the socially engaged Buddhist movement. Special attention will be paid to four of the largest American Buddhist traditions — Jōdo Shinsh (BCA), Zen, Soka Gakkai (SGI-USA), and Tibetan. *Four credits. [R]*

REL 3034. Sages, Monks, and Ascetics. A cross-cultural exploration of wisdom figures in the world's religions. *Four credits. [R]*

REL 3035. Comparative Religious Perspectives. This course examines selected topics that can be studied comparatively across religions. The topic will be chosen at the instructor's discretion from among such topics as pilgrimage and sacred space, rituals and rites of passage, epic tales and hagiography, and spiritual biographies. *Four credits. [R]*

REL/GBS 3301. Global Bible: Context and Interpretation. The Bible plays an important role in communities around the world, but people have very different relationships to the Bible that reflect their different histories and contexts. This course draws students into both the complicated history of the Bible's transmission and the contentious process of its interpretation. By inviting students to read the Bible with people from a wide range of contexts, the course endeavors to deepen students' awareness of their own contexts as it develops their understanding of the biblical texts. *Four credits. [SL, GS]*

REL/GBS 3315. Globalization and Christian Ethics. An examination of certain aspects of globalization from a variety of Christian ethical perspectives. North American, Latin American, and African Christian voices shed light on the economic, cultural, and environmental impacts of the global integration of economies. *Prerequisite: Completion of the general education requirement in Religion. Four credits. [GS]*

REL/GBS 3327. World Christianity. An introduction to the Christianities of Latin America, Africa, and Asia. The focus is on the shape the church takes in an increasingly globalized world. The course examines the encounter between European religious traditions and indigenous peoples, changing understandings of Christian mission, and relations between Christians and people of other faiths. *Four credits. [GS]*

REL/PHL/GBS 3331. Asian Thought & Global Concerns. This course will begin by asking the question what does it mean for religion and philosophy to influence modern society, specifically as they relate to matters of business, environmental concern, governmental polity, and rights of the individual. Examples of topics that will be examined include: the intersection of Confucian ethical concepts with Asian eldercare efforts, as well as challenges to China's "One Child" policy. *Four credits.* [GS]

REL/PHL/GBS 3332. Fundamentalism and Violence. This course will explore the phenomena of religious fundamentalism and religiously motivated violence. Topics that will be covered include religious sacrifice, scapegoating, surrogate victimization, "othering," holy wars, martyrdom, suicide terrorism and non-violent resistance. The course will involve an exploration of the major theoretical perspectives on religious violence, as well as an examination of several world religions' historical and contemporary perspectives on violence (Christianity, Judaism, Islam, Buddhism, Hinduism). The course will conclude with an investigation of non-violent resistance movements and the work of figures such as Martin Luther King Jr., Gandhi, and Thich Nhat Hanh. *Four credits.* [R]ill begin by asking the question what does it mean for religion and philosophy to influence modern society, specifically as they relate to matters of business, environmental concern, governmental polity, and rights of the individual. Examples of topics that will be examined include: the intersection of Confucian ethical concepts with Asian eldercare efforts, as well as challenges to China's "One Child" policy. *Four credits.* [GS]

REL/PHL 4099. Senior Seminar. The seminar will have common readings, and the second component of the course will require research and writing on a topic that integrates knowledge and skills obtained from previously taken courses in the Religion and Philosophy majors. A scholarly paper will be written under the direction of a faculty mentor and presented at the end of the course in a setting involving faculty, students, and guests. *Four credits.*

REL 4444. Independent Study. Individual research or field work under the supervision of a member of the department. *No more than four hours credit may be earned in any one semester. Variable credit, as determined by the instructor.*

REL 4810-4815. Student Internship. *Three, four, six or eight credits.*

PHL 1001. Introduction to Philosophy. This course is a general historical introduction to the major questions and divisions of the Western philosophical tradition. *Four credits.*

PHL 1006. Logic and Critical Thinking. This course is designed to help students write, read, and engage in dialogue more critically through examination of the use and misuse of arguments in politics, business, science, and everyday life. Both inductive and deductive reasoning will be studied. *Four credits.*

PHL 2008. Social Ethics. This course is an introduction to historical and contemporary ethical perspectives and issues facing the world. Students will explore such collective concerns as euthanasia, sexual morality, distributive justice, racism, world hunger, and the use of natural resources. *Service Learning sections are available. Four credits.* [E]

PHL 2010. Biomedical Ethics. This course examines the main concerns of biomedical ethics through the use of normative ethical theory. Some of the topics include the ethics of cloning and embryonic stem cell research, the moral issues raised by research and clinical trials on human and animal subjects, the debate surrounding beginning- and end-of-life decisions, the ethics of reproductive technology and organ transplants, justice regarding access to health care and other medical resources, and patient rights. *Service Learning sections are available. Four credits.* [E]

PHL 2013. The Ethics of Education. This ethics course is an introduction to historical and contemporary ethical perspectives and issues facing the world, and it specifically focuses on philosophical theories of ethics concerning education. The class uses the issue of education as a lens onto a whole variety of social problems and justice issues. Students will be pushed to integrate challenging primary texts in philosophy, contemporary writings on education, and their experiences serving with High Point area students and schools. The course is intended to develop students' intellectual capacities to understand issues of ethics in education, their practical capacity to make effective changes in our world, and their moral capacity to lead lives of significance in complex global communities. *Four credits.* [E, SL]

PHL/ECE 2014. Engineering and Technology Ethics. This course is an introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. *Service Learning sections are available. Four credits.* [E]

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.



PHL/WGS 2016. Family Ethics. This course is an introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. *Service Learning sections are available. Four credits. [E]*

PHL 2017. Communication Ethics. In this course, we investigate a variety of inaccurate communications — including those that involve deception, exaggeration, and faulty logic — as they occur in our society: from our elected representatives, from the media, from business and industry. We seek to establish (a) what about these inaccurate communications is ethically problematic, (b) how to identify these flaws in the communications we receive from other people, and (c) how to avoid these problems in our own communications. *Four credits. [E]*

PHL/REL 2019. Environmental Ethics. An introduction to normative ethical reflection on environmental issues. The course will include an examination of how various religious and philosophical traditions have viewed the relationship of humans to the rest of the natural world and a review of critical environmental problems and ways to address those problems. *Four credits. [E]*

PHL 2020. Ancient Philosophy. This course is a historical study of Ancient Philosophy from the pre-Socratics through Plato and Aristotle. *Four credits.*

PHL/REL 2021. Medieval Philosophy and Theology. A study of medieval philosophical and theological reflection in the Mediterranean region, from Augustine to the nominalists. Christian, Jewish, and Islamic

thinkers will be considered, with special emphasis on metaphysics, the existence and attributes of God, the human person, and the problem of faith and reason. *Four credits. [R]*

PHL 2022. Modern Philosophy. The course is a historical study of modern philosophers from Hobbes through the mid-nineteenth century, including the thought of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, and Nietzsche. *Four credits.*

PHL/REL 2039. Buddhism and Culture in Southeast Asia. This course will provide a systematic overview of the Buddhist philosophic and religious traditions as established, lived and found in Thailand, Cambodia and Vietnam. The exploration of these philosophic and religious traditions will in turn serve as a useful lens for better understanding culture and society in Southeast Asia. Topics that will be covered include the life of the Buddha, the origins of Buddhism in India, the development of major philosophic principles, doctrines and institutions, monastic and lay life, the tradition's growth and gradual spread throughout Southeast Asia, as well as its contemporary expressions in the region. Throughout the course we will cover both the internal forces and influences that led to the development of this religious tradition, as well as the political, social, and cultural pressures that shaped the tradition's growth. Additionally, we will examine the reaction of Southeast Asian Buddhists to the Vietnam conflict and the Cambodian genocide. *Four Credits. [R]*

PHL 2043. Business Ethics. This course is an interdisciplinary study of some major moral issues involved in contemporary business policies and practices. Emphasis is placed upon the development of moral awareness and the use of moral principles in decision making. *Service Learning sections available. Four credits. [E]*

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

PHL 3006. Symbolic Logic. This course is designed to teach the fundamental concepts and methods of formal deductive and inductive logic and their applications in critical analysis. The course will help students to prepare for graduate and professional schools and associated admissions tests. *Four credits.*

PHL 3007. Predicate Logic. This course is designed to teach the fundamental concepts and methods of predicate (or quantificational) logic and their applications in critical analysis. The course will help students to prepare for graduate and professional schools and associated admissions tests. *Prerequisite: PHL 3006 or permission of the instructor. Four credits.*

PHL/PSC 3009. Political Philosophy. This course studies representative philosophies of Western political traditions with emphasis placed upon modern European and American theories of state and society. *Service Learning sections are available. Four credits.*

PHL/CSI 3010. Civic Responsibility and Social Innovation. This course examines the civic responsibilities HPU students have for the world in which they live. Students will learn ethical frameworks through which to analyze a breadth of pressing social issues (like poverty, racism, sexism, educational disparities, etc.). This, however, is more than a class in theory. The class pushes students to engage in social change, social innovation, and best practices for actually making a difference. Students will work on service projects that address the social issues discussed in class, and the course content will help students craft future service projects that aim toward sustainable community change. Prerequisite: Completion of at least one Service Learning course. *Four credits. [E, SL]*

PHL 3023. Contemporary Continental Philosophy. This course will focus on the major movements of the 19th and early 20th century European philosophy. We will begin with two of the great philosophical system-builders of the 19th century (Hegel and Marx), who thought that we could explain reality and the human's place within reality by appealing to one overarching philosophical theory, that is, by appealing to one Grand Narrative. We will then move on to consider the major responses to this idea of the philosophical Grand Narrative: Phenomenology, Existentialism, and Post-Modernism. Throughout the course, we will ask the following questions: Can we give an overall theory that explains the world and how the human finds meaning in the world? Is the human thrown into the world without absolute standards and guidelines for life? How is the human supposed to find meaning in a world that sometimes seems to lack inherent meaning. *Prerequisite: A 1000- or 2000-level PHL course, or permission of the instructor. Four credits.*

PHL 3024. Contemporary Anglo-American Philosophy. This course is a survey of the major contemporary philosophical movements in Pragmatism, Logical Positivism, Philosophy of Science, and the Philosophy of Language. Topics to be covered include Transcendentalism, evolutionary philosophy, pragmatism, philosophy of language, logical atomism, logical positivism, metaethics, philosophy of science, philosophy of biology, ethics, and theories of feminism and race. *Prerequisite: At least one non-ethics Philosophy course. Four credits.*

PHL/REL 3025. Evil, Suffering, and God. An in-depth study of the doctrine of God, particularly as it relates to theodicy: is the traditional affirmation of God as omnipotent, omniscient and benevolent compatible with a world humans experience as full of evil, injustice and unmerited suffering? The question will be considered from a range of biblical, theological, philosophical, and literary approaches, both historical and contemporary. *Prerequisite: One 1000- or 2000-level course in Christian history and theology. Four credits.*

PHL/REL 3032. Buddhist Traditions: Zen & Pure Land. This course will provide a systematic overview of the history, practices, and teachings of two of the largest and most influential forms of Mahayana Buddhism in the world, Zen and Pure Land. We will begin with a brief exploration of the origins of Buddhism before surveying the historical development of Zen and Pure Land sects in China, the Korean peninsula, Japan, and the United States. In particular, we will explore: the role of Zen masters, the use of koans, seated meditation, and nembutsu recitation, as well as the dynamics of life in a monastery. *Prerequisites: One course from REL 1003, REL 1008, REL 2036, or REL 2037, or permission of the instructor. Four credits.*

PHL/REL/GBS 3331. Asian Thought and Global Concerns. This course will begin by asking the question what does it mean for religion and philosophy to influence modern society, specifically as they relate to matters of business, environmental concern, governmental polity, and rights of the individual. Examples of topics that will be examined include: the intersection of Confucian ethical concepts with Asian eldercare efforts, as well as challenges to China's "One Child" Policy; the intersection of Hindu and Buddhist conceptions of the self with human rights concerns in India and China, as well as implications for the rise of democracy throughout Asia. *Credit may be received in either Philosophy or Religion. Four credits. [GS]*

PHL/REL 4099. Senior Seminar. The seminar will have common readings, and the second component of the course will require research and writing on a topic that integrates knowledge and skills obtained from previously taken courses in the Religion and Philosophy majors. A scholarly paper will be written under the direction of a faculty mentor and presented at the end of the course in a seminar setting involving faculty, students and guests. *Four credits.*

PHL 4444. Independent Study. Individual research under the supervision of a member of the department.

Department of Sociology and Anthropology

Dr. Matthew Sayre, *Chair*; Dr. Emily Estrada; Dr. Terrell Hayes; Dr. Silvana Rosenfeld.

Programs of Study

- Sociology and Anthropology Major (B.A.)
- Sociology and Anthropology Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Sociology and Anthropology, students must complete the following:

B.A. in Sociology and Anthropology

Major Requirements.....	36 credits
University Core Requirements	50 credits
Electives.....	42 credits
TOTAL.....	128 credits

Sociology and Anthropology Major

The combined major in sociology and anthropology is designed to provide students with a broad-based understanding of human behavior applicable to many professional areas, deliver incredible opportunities for students to engage with the world through internships, research practicums, and collaborative research with faculty and other students, and to position students well as they enter the job market or graduate school. Today's college graduates need a critical-analytical mindset in order to thrive in their future work. Increased economic volatility, heightened cultural diversity within the workforce, and more highly variable job descriptions require a workforce of flexible, yet astute, employees. Our program emphasizes the cultivation of cognitive, interpersonal, and intrapersonal skills through the practical application of sociological and anthropological theory and research methodologies in order to critically assess situations and resolve problems. Additionally, the program aims to develop students into adults who can ask the right questions and craft adept responses to problems in an effort to facilitate positive social change locally, nationally, and globally.



Student Learning Outcomes

Upon completing the Sociology and Anthropology Program at High Point University, students will:

1. write, speak and think critically and analytically on sociological and anthropological topics or problems.
2. gain a sound understanding of research methodologies used in sociology and anthropology.
3. gain an overview of key axioms and principles of social thought and their importance in the development of classical and contemporary sociological and anthropological theory.
4. achieve a comprehensive understanding of the major thoughts, ideas, and concepts in sociology and anthropology.

Requirements for the B.A. in Sociology and Anthropology (36 credits)

SOA 1010. Introduction to Sociology (4)
 SOA 1020. Introduction to Cultural Anthropology (4)
 SOA 3120. Qualitative Research Methods (4) **or** SOA 3700. Quantitative Research Methods (4)
 SOA 3900. Classical and Contemporary Theory (4)

One 4000-level SOA elective course. (SOA 4020. Senior Thesis I (2) and SOA 4021. Senior Thesis II (2) may be substituted for a 4000-level course.)

Sixteen credits of SOA electives selected from the following list:

SOA 2020. Sociology of Mass Communication (4)
 SOA/WGS 2030. Sociology of the Family (4)
 SOA/WGS 2040. Race and Ethnicity (4)
 SOA 2070. Self and Society (4)
 SOA 2270. Anthropology in Contemporary Society (4)
 SOA/WGS/COM 2274. Women, Gender, and Culture (4)
 SOA 2450. Introduction to Biological Anthropology (4)
 SOA/WGS 2850. Globalization and Poverty (4)
 SOA 2900. Ritual, Myth, & Meaning (4)
 SOA/WGS 3025. Sociology of Work and Family (4)
 SOA 3030. Health, Illness, and Medicine (4)
 SOA 3050. Sociology of Education (4)
 SOA 3070. The Social Construction of Deviance (4)
 SOA 3120. Qualitative Research Methods (4)
 SOA 3240. Class, Consumption, and the American Dream (4)
 SOA/POP/WGS 3334. Media Representations: Race, Class, and Gender (4)
 SOA/POP 3344. Black American Voices: Stories and Sounds (4)

SOA/POP 3384. Hip-Hop Culture (4)
 SOA 3400. Economy and Society (4)
 SOA 3500. Food and Culture (4)
 SOA 3600. Language and Culture (4)
 SOA/WGS 3650. Gender and Sustainability (4)
 SOA 3700. Quantitative Research Methods (4)
 SOA 3900. Classical & Contemporary Theory (4)
 SOA/ENV 4000. Environment & Society (4)
 SOA 4010. Visual Sociology and Social Documentation (4)
 SOA 4018. Research Practicum (1-4)
 SOA 4020. Senior Thesis I (2)
 SOA 4021. Senior Thesis II (2)
 SOA/POP/WGS 4424 Gender Speak (4)
 SOA 4444. Independent Study (1-4)
 SOA 4810-4815. Internship in Sociology and Anthropology (variable credit)

No more than 8 of the 16 elective credits can be fulfilled with the following cross-listed courses: SOA 2264, SOA/COM/WGS 2274, SOA/POP 3344, and SOA 3384.

No more than 4 hours of SOA 4810-4815 — Internship or SOA 4018 — Research Practicum can be counted toward fulfilling major requirements.

Note: *Students majoring in Sociology and Anthropology may not minor in either Sociology or Anthropology.*

Requirements for the Minor in Sociology and Anthropology (20 credits)

SOA 1010. Introduction to Sociology (4)
 SOA 1020. Introduction to Cultural Anthropology (4)
 Three SOA electives with at least one course at the 3000-level or higher (12)



Course Descriptions

SOA 1010. Introduction to Sociology. This course serves as an introduction to the science of sociology. Through sociological readings, class discussions, and visual media we will explore prominent sociological principles, concepts, theories, and ideas. Emphasis will be placed on applying sociological insights to understanding various facets of contemporary life and how we as individuals are influenced by the various social environments and social institutions in which we interact. *Four credits. [S]*

SOA 1020. Introduction to Cultural Anthropology. Cultural anthropology is the comparative study of society, culture, and human diversity. This class will focus on the various ways that peoples' lives are shaped by social relations, history, political economy, and cultural images. In this course, anthropology will be explored through diverse readings from within the discipline as well as present a survey of the different theoretical approaches that anthropologists have taken in their studies of various cultures and societies. The course will introduce students to the areas of inquiry of cultural anthropology: family and social organization, religion, beliefs and rituals, conflict, social control, exchange and transactions, social suffering and healing, globalization, transformations of citizenship, alterations in local worlds, individual agency and social structure, and other topics. This course will also serve to introduce students to ethnographic fieldwork methods and to the practice of anthropology. *Four credits. [S, SL, HON]*

SOA 2010. Introduction to Archaeology. At the intersection between science and humanities, archaeology studies the human past through the analysis of material remains (animal and human bones, plant remains, pottery, tools, houses, textiles, etc.). In this course, you will learn how archaeologists ask questions, and how they find, analyze, and interpret data from the past. Some of the topics that we will cover through the semester include the archaeological study of environment, diet, trauma and diseases, technology, trade, ritual, and sociopolitical organization. *Four credits. [S]*

SOA 2020. Mass Media and Society. The course examines the complex interplay between mass communication and social life and the messages that are communicated and received. Students will critically engage all forms of mass media, ranging from traditional print, radio, and television to the new information technologies: the Internet, Facebook and YouTube. Discussions will involve the mass media's role in socializing mass audiences. The social, economic and political systems that influence and are influenced by the mass media will also be explored. *Prerequisite: SOA 1010 or SOA 1020. Four credits. [S]*

SOA/WGS 2030. Sociology of the Family. The course will provide a survey of the American family, including racial-ethnic variation within the family. Recent transformations of the family will be emphasized. Topics will include cohabitation, civil unions, marriage, divorce, remarriage, parenting, provision of care to aging family members, and domestic violence. The effect of public policy on family formation and function will be examined. *Prerequisite: SOA 1010 or SOA 1020. Four credits. [S]*

SOA/WGS 2040. Race and Ethnicity. This course is an introduction to the sociology of race and ethnicity. The course surveys general theoretical approaches to race and ethnicity and applies them to specific historical developments in American race relations. Specific contemporary issues will be addressed in the course, including: racial/ethnic identity, residential segregation, immigration, education, and affirmative action. Emphasis will be given to the intersection of race/ethnicity, class and gender. *Prerequisite: SOA 1010 or SOA 1020. Four credits.*

SOA 2070. Self and Society. Social psychology is a field that bridges the disciplines of sociology and psychology. Broadly defined, social psychology is the study of the individual in society: how individuals, as social beings, are created by society and how society is in turn created and sustained by individuals. This course will focus primarily on the sociological side of social psychology from the symbolic interactionist perspective. This means our analysis will focus on social interaction as the means by which "reality" is created and sustained. We will be especially attentive to talk-in-interaction as the central activity through which the social organization of our everyday lives is produced. *Prerequisite: SOA 1010 or SOA 1020. Four credits.*

SOA 2270. Anthropology in Contemporary Society. This course examines a broad range of theories in contemporary cultural anthropology and investigates how these frameworks are applied to important issues and questions in today's society. Focus will include how these theories relate to various methodologies for understanding different aspects of culture. The course is organized around readings, discussions, and writing assignments that reflect a wide range of important contemporary topics. These include consideration of the role of structure and agency in shaping social and cultural phenomena, as well as an assessment of several central intellectual constructs in anthropology, including the body, gender, power, and property. A central question of the course is: What critical issues do anthropologists attempt to address as they develop and apply explanatory frameworks to contemporary social and cultural processes? *Prerequisite: SOA 1010 or SOA 1020. Four credits.*

SOA/WGS/COM 2274. Women, Gender, and Culture.

This course is an interdisciplinary survey of the historical and contemporary practices and perspectives of women's studies in America, exploring the range of voices from our forefathers of past decades to young females today. We will question system of oppression, differences, and hierarchies; look at the interactions of sexuality and power; examine the social construction of gender; explore the performative aspect of gender; delve into women's connection to both high and popular culture; and analyze the ways in which our society inscribes gender on our physical bodies. Attention will also be given to various situations of women outside of the United States. *Four credits.*

SOA/COM 2282. Players, Gamers, and Game

Cultures. Examination of games and gaming culture with a focus on players. Particular emphasis on emergent cultures, socialization processes and normative practices, and identity. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

SOA 2450. Introduction to Biological Anthropology.

This course will focus on the biology and evolution of humans and their closest living relatives. As a result, it will cover introductions to human genetics and evolutionary theory, primate behavior and ecology, human prehistory and evolution, and the origins of civilization and biological variation of modern humans. It will use a combination of lectures and discussion-&lab groups to leave students with a better understanding of their biology and heritage, and better problem-solving skills as they begin to think critically about what has been written about a variety of topics. *Four credits. [S]*

SOA/WGS 2850. Globalization and Poverty.

This class is designed to confront the hard truths about globalization, a kind of open-ended question about our common humanity, and globalization's inevitable links to social inequality and suffering. In the first half of the course, we will critically engage popular discourses of globalization (and the metaphors that drive it), and we will build an understanding of the actual, existing political economic, technological, and social processes that enable globalization as well as world poverty. In the second half of the course, we will investigate through ethnographic case studies the subtle cultural processes that shape and are shaped by global structures and that instantiate non-Western globalizations. *Prerequisite: SOA 1010 or SOA 1020. Four credits.*

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

SOA 2900. Ritual, Myth, and Meaning.

What is religion? How do religious ideas and practices shape identities, inform worldviews, and give meaning to everyday events? In other courses on religion, questions of a religious nature might be approached from philosophical, psychological, or even evolutionary perspectives. This class, by contrast, will introduce an anthropological approach to the study of religion in a cross-cultural perspective, locating the phenomena firmly within cultural context. We will examine such key topics as dualism, taboo and pollution, symbols and rituals. We will then take a closer look at how religion comes into play through various stages of life. Throughout, by engaging with a range of case studies in assigned readings, films, projects, and class discussions, we will attempt to bridge the gap between the "objective" study of religious phenomena and their "lived experience." In so doing, we will seek to reveal the power of religion in terms of its ability to render meaningful complex and ever-changing social worlds. *Prerequisite: SOA 1010 or SOA 1020. Four credits.*

SOA/WGS 3025. Sociology of Work and Family.

Work and family are social institutions that around which many individuals organize their lives. The course will explore questions that address the interconnection of work and family: How do jobs affect family life? What effect does family life have on men's and women's experiences in the paid labor market? How effectively do existing policies address the challenges faced by working families? Although the course will focus on contemporary U.S. society, comparison to one or more non-US countries will be made. *Prerequisites: SOA 1010 or SOA 1020 and SOA 3120 or SOA 3700 or permission of the instructor. Four credits.*

SOA 3030. Health, Illness, and Medicine.

Medical knowledge, practice, and technology, as well as the experience of health and illness, are socially shaped and organized. This course will examine how health is defined in society, the meaning and experience of physical and mental illness, the organization of the U.S. health care system, the profession of medicine, and bioethical issues. *Prerequisite: SOA 1010 or SOA 1020. Four credits.*

SOA 3045. U.S. Immigration and the Social World.

While immigration has long been an important aspect of American society, rapid demographic changes, a swell in immigration-related political and legal action, and an increase in polarization surrounding the topic makes it as timely an issue today as ever. In this course, we will use a social science perspective to examine immigration in the U.S. including recent demographic

shifts, factors associated with migration patterns, theories of immigrant assimilation, immigrants' varied experiences in the U.S., and immigration-related social movements. *Prerequisite:* SOA 1010 or SOA 1020.

Four credits. [SL]

SOA 3050. Education and Society. The purpose of this course is to examine the relationship between education and society as it is structured and implemented through formal schooling. As a social institution, the educational system is affected by cultural, economic, political, and organizational forces and, in turn, affects other social institutions, groups, and individual members of society. We will explore these relationships while analyzing the various institutional components (teachers, curriculum, funding, etc.) at a number of levels (classroom, school, school district, etc.) with a particular focus on the relationship between education and social stratification. *Prerequisite:* SOA 1010 or SOA 1020. *Four credits.*

SOA 3070. The Social Construction of Deviance.

How sociologists think of deviance is much different than the view held by the general public. Sociology does not classify behaviors as absolutely moral or immoral but views behavior in relative terms. This course will focus on the following aspects of deviance: How it is defined; the theoretical explanations offered for it; the methodologies used by sociologists who study it; the process by which deviance is socially constructed; how individuals and groups manage the shame and stigma accompanying a deviant identity; how deviants organize their lives; the characteristics associated with the different types of deviant acts; and how individuals enter into and exit out of deviant careers. Students will be expected to engage in observational research and may collaborate with the instructor in performing field experiments with IRB approval. *Prerequisite:* SOA 1010 or SOA 1020.

Four credits.

SOA 3120. Qualitative Research Methods. This course is an introduction to the practice of ethnography. Utilizing both classic and contemporary ethnographic studies, students will explore and investigate a variety of intersecting cultural anthropological topics, in each case examining what evidence is available, how this information is packaged, and what is revealed about human nature. Students will not only be exposed to a wide variety of topics within cultural anthropology but will also have the opportunity to conduct their own ethnographic projects both independently and in collaboration with others. *Prerequisites:* SOA 1010 or SOA 1020. *Four credits.*

SOA 3240. Class, Consumption, and the American Dream.

Since the mid-20th century, pursuit of the American Dream has increasingly come to be associated with materialist acquisitions. This course investigates the relationship between socioeconomic position in the U.S. class system and one's ability to realize the American Dream. It examines how wealth, prestige, and power are distributed; looks at the paradoxes associated with the idea of meritocracy and consumption as likely paths to be taken in realizing the American Dream; and explores alternative life style choices as potential indicators of a re-visioning of the American Dream. *Prerequisites:* SOA 1010 or SOA 1020 and SOA 3120 or SOA 3700 or permission of the instructor. *Four credits.*

SOA/POP/WGS 3334. Media Representations: Race, Class and Gender.

This course is a critical and theoretical study of the assumptions and representations of mainstream media — advertising, music, film, television, comics and animation — through the lenses of gender, race, ethnicity, whiteness, sexuality, age, and ability, considering media content as well as media production and audience reception. *Prerequisites:* Junior standing or permission of the instructor. *Four credits.*

SOA/POP 3344. Black-American Voices: Stories & Sounds.

This course enjoys the magnificent wealth of African-American literature, spoken word, personal narratives, and music. Starting with voices from the days of slavery and moving up through the contemporary hip-hop and neo-soul music, students will explore the history, culture, and politics of the African-American experience. *Prerequisite:* ENG 1102 or ENG 1103. *Four credits.*

SOA/POP 3384. Hip-Hop Culture.

A theoretical exploration of the social impact and cultural contributions of hip hop. Emphasis is given to its intersection with race, gender, sexuality, nationality, economics, and politics as well as its rhetorical roots. *Prerequisite:* ENG 1102 or ENG 1103. *Four credits.*

SOA 3400. Economy and Society.

This course is about the issues, methods, and concepts of economic anthropology and the diverse systems of production, distribution, exchange, and consumption in Western and non-Western societies. In the first part of the course, we will develop an understanding of some of the central approaches of economic anthropology, particularly subsistence, exchange, gift-giving, reciprocity, as well as rational choice, property, labor, and value. In so doing, we will develop an understanding of the theoretical and epistemological bases of economic theories regarding both

“primitive” or “pre-capitalist” economies to modern, market-based economies. In the second part of the course, we will explore the approach of economic anthropology through ethnographic research. We will examine these economic phenomena through the lens of gender, religion, ethnicity, and the environment and, in so doing, deconstruct the modern discourse of “the economy” as a self-enclosed system. An enduring question throughout is whether or not Western economics is an appropriate analytical tool for all societies.

Prerequisite: SOA 1010 or SOA 1020. Four credits.

SOA 3500. Food and Culture. Food is a basic human need; however, beyond biological functions, food also has rich cultural significance. Taste, preference, ritual, tradition, gender, social class, and nationality all influence food choices and behaviors. In addition, economic and environmental factors, globalization, localization, and social movements all affect our access and attitudes toward food. In this course, we will examine how food behaviors are shaped by culture, and what anthropology can offer to the study of food and nutrition. *Prerequisites: SOA 1020 or SOA 1010. Four Credits.*

SOA 3600. Language and Culture. This course is concerned with the connection between language and culture, between the various systems of signs that human beings produce and the thoughts, actions, practices, and beliefs that constitute the very foundation of human social and cultural life. Starting from the basic questions, “What is language?” and “What do we know when we know a language?” We investigate human language faculties from the cognitive view point of semantics, the social

construction of knowledge, and the notion of culture as “text.” We then move on to the range of approaches within the field of pragmatics that, in various ways, complicate or critique language as a coherent system or structure, unbound from particular instantiations in time and space. We will look at the concepts of discourse, narrative, language ideology, and performance. The anthropological study of language thus brings up some basic questions about worldview, identity, and perception, as each are inflected with power-laden positionalities of gender, race, class, ethnicity, and other markers within speech communities. *Prerequisite: SOA 1010 or SOA 1020. Four credits.*

SOA/WGS 3650. Gender and Sustainability. This course will critically analyze sustainability from gendered perspectives. We will take a three-pronged approach to the study of sustainability and gender, engaging with the economic, social and environmental components that contribute to our understandings of sustainability and sustainable development. Through readings, written assignments and class discussions, students will examine the intersectionality of gender and sustainability with class, race, age, nationality, religion, power, politics, social movements and health from local and global perspectives. Students will critique practical applications of sustainable development and the role of gender in creating a more sustainable future. Students will have the opportunity to learn about gender and sustainability through case study analyses stemming from a variety of geographic regions. *Prerequisite: SOA 1020 or WGS 1000.*





SOA 3700. Quantitative Research Methods. Research in the social sciences has transformed public policy in recent decades, but how can we be confident that this research is yielding valid results rather than just the biased preferences of researchers? This course answers this question by surveying the primary techniques that sociologists use to describe and explain individual, group, and national behaviors. Course topics will include ethical considerations, project design, hypothesis development and testing, and the reporting of results. The methodologies investigated will include practices such as interviewing and observation, focus groups, survey research, content analysis, and various types of statistical analysis. Students will gain hands-on research experience in exercises and small projects. *Prerequisite: SOA 1010 or SOA 1020. Four credits.*

SOA 3900. Classical and Contemporary Theory. An overview of key axioms and principles in social thought and their importance in the development of classical and contemporary sociological theory. Emphasis will be placed on the contributions of Karl Marx, Max Weber, Emile Durkheim and Georg Simmel to classical sociological

theory and the practical application of their theoretical insights to understanding select facets of modern life. Major themes to be examined include the effects of social distance and separation on community and the contemporary process of rationalization as reflected in the McDonaldization of society. *Prerequisite: SOA 1010 or SOA 1020 and one additional SOA course. Four credits.*

SOA/ENV 4000. Environment & Society. Throughout history humans have altered their environments to suit their purposes and desires often with little thought give to possible long-term consequences. This course explores those purposes and analyzes from both a sociological and anthropological perspective the social causes and consequences of environmental change. Specifically, we will focus on the relationships between the social and physical environments and the role politics, technology, and global inequalities play. We will also explore how humans might reverse the destructive course we are on in a way that is both responsible and sustainable for future generations of humans and other species. *Prerequisites: SOA 1010 or SOA 1020 and SOA 3120 or SOA 3700 or permission of the instructor. Four credits.*

SOA 4010. Visual Sociology and Social Documentation.

Visual sociology explores the social world through both the content and context of visual mediums such as film, photography and video. Topics to be explored include: How meaning is created and transmitted visually; how visual media can be used to communicate sociological understandings to professional and public audiences; how innovative 21st century technologies are transforming contemporary social life and the consequences associated with these changes. In addition, appropriate methodologies and theories applicable to the collection and analysis of all kinds of visual texts will be discussed so that students may engage in social documentation with an aim toward capturing social conditions with the use of the camera and video recorder as an observational and documentary tool. *Prerequisites: SOA 1010 or SOA 1020 and SOA 3120 or SOA 3700 or permission of the instructor. Four credits.*

SOA 4018. Research Practicum.

Students collaborate with one or more members of the sociology faculty on a research topic the faculty member is conducting or on a research topic initiated by the student. Opportunities may also exist for students to participate in research projects being conducted by the university survey research center. *Prerequisites: SOA 3700 and SOA 3900; permission of instructor and department chair. No more than four credits per semester and no more than eight credits counted toward major requirements. One to four credits.*

SOA 4020. Senior Thesis I.

Independent research leading to a thesis examining a sociological question in-depth. This represents the first part of a two semester project which focuses on the design and completion of a year-long research project. Students select a member of the sociology faculty to serve as their thesis advisor. In consultation with their advisor, students will select a research topic, write a literature review, choose a data collection method, write and defend a research proposal and submit a research application for IRB approval. *Prerequisite: Sociology major and senior status; SOA 3700 and SOA 3900. Two credits.*

SOA 4021. Senior Thesis II. Independent research leading to a thesis examining a sociological question in-depth. This represents the second part of a two semester project which focuses on the design and completion of a year-long research project. In consultation with their thesis advisor, students will collect data, analyze results, write up a research report and make an oral defense of their thesis before a panel consisting of sociology faculty and one faculty member outside sociology. Students will also be expected to make a public presentation of their findings to either an academic or non-academic audience.

Prerequisite: SOA 4020 with a grade of C- or higher. Two credits.

SOA/ANA 4100. Human Osteology. This course — introduces the methods and concepts used in the analysis of human skeletal remains in forensic and archaeological contexts. The skills learned in this course provide a basis for more advanced studies in bioarchaeology, forensic anthropology, paleoanthropology, and paleopathology. *Prerequisites: ANA/BIO 2070 and ANA/BIO 2071, or SOA 2450, or instructor permission. Four credits.*

SOA/WGS/POP 4424. Gender Speak. This course — coming from both a theoretical and practical perspective — will focus on gender literacy, providing you with the tools to be more conscious and mindful of the ways you choose to communicate gender. Springing from a social constructionist framework, we will examine our society's normalized gendered practices and seek ways to understand how to negotiate that system with agency. *Prerequisites: Junior Standing or permission of instructor. Four credits.*

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

SOA 4810-4815. Internship in Sociology and Anthropology. *Three, four, six, eight, ten or twelve credits.*

Department of Theatre and Dance

Mr. Ken Elston, *Chair*; Mr. Doug Brown; Dr. Nathan Hedman; Ms. Gay Hensley; Ms. Lindsey Howie; Mr. Jay Putnam; Ms. Vandy Scoates.

Programs of Study

- Theatre Major (B.A.)
- Dance Major (B.A.)
- Theatre Minor
- Musical Theatre Minor
- Dance Minor

Concentration Areas for the B.A. in Theatre

- Performance Theatre
- Technical Theatre
- Collaborative Theatre

Degree Requirements

To graduate from High Point University with a degree from the Department of Theatre and Dance, students must complete one of the following:

B.A. in Theatre

Major Requirements	48 credits
University Core Requirements	50 credits
Electives	30 credits
TOTAL	128 credits

B.A. in Dance

Major Requirements	44 credits
University Core Requirements	50 credits
Electives	34 credits
TOTAL	128 credits

- Work ethic – Accountability, discipline, integrity, timeliness, preparation, and the mutual respect of our colleagues.
- The creative process – Taking artistic risks, making choices, being willing to fail, and pride in product and completion.
- Creative problem solving – Intellectual curiosity, critical thinking, questioning, and investigation.
- An examined life – Social awareness, the liberal arts tradition, inter-disciplinary study, and well-rounded citizens.

Vision Statement

The Department of Theatre and Dance at High Point University wants to be recognized for creating theatre professionals, the arts advocates of the future, and artists who are actively improving the world.

Mission Statement

The mission of the Department of Theatre and Dance at High Point University is to inspire personal and artistic development and challenge students to lead lives enriched by curiosity, expression, and empathy. The department uniquely prepares students for creative careers by emphasizing a collaborative company philosophy, faculty mentoring, and the fostering of new works.

Values Statement

In the Department of Theater and Dance at High Point University we value:





Theatre Major

Student Learning Outcomes

Upon completing the Theatre Program at High Point University, students will:

1. be prepared for a career in theatre by participating in productions;
2. gain pragmatic insight into artistic process through theatre internships with professional theatre companies;
3. utilize critical thinking abilities by participating in workshop development with playwrights and the actual production of plays;

Requirements for the B.A. in Theatre (48 credits)

In order to complete the major in theatre, a student must complete the theatre core requirement and one of the three areas of emphasis.

Theatre Core (32 credits)

- THE 1100. Theatre Participation (1 credit for 4 semesters)
- THE 1200. Fundamentals of Acting (4)
- THE 2010. Fundamentals of Design and Theatre Architecture (4)
- THE 3000. Studies in Theatre (4)
- THE 3300. Scenography (4)
- THE 3800. Directing (4)
- THE 4510. Theatre Arts Administration (2)
- THE 4520. Developing an Artistic Career & Practice (2)

Select one of the following courses:

- THE 1710. Lighting and Sound Crafts: Theory and Practice (4)
- THE 1720. Stagecraft: Theory and Practice (4)
- THE 1730. Costume Crafts: Theory and Practice (4)
- THE 1740. Make-up Crafts: Theory and Practice (4)

Performance Emphasis (16 credits)

- THE 2210. Voice and Dialect (2)
- THE 2220. Movement for Actors (2)
- THE 2250. Intermediate Acting (4)
- THE 3210. Studies in Performance (4) **or** THE 4200. Performance Studio (4)
- THE 4800. Internship (4) **or** a Theatre Elective (4)

Technical/Design Emphasis (16 credits)

- THE 2710. Theatre Applications of CAD and Technology (4)
- THE 4800. Internship (4) **or** a Theatre Elective (4)

Select two courses from the following:

- THE 1710. Lighting and Sound Crafts: Theory and Practice (4)
- THE 1720. Stagecraft: Theory and Practice (4)
- THE 1730. Costume Crafts: Theory and Practice (4)
- THE 1740. Make-up Crafts: Theory and Practice (4)
- THE 2888/3888/4888. Special Topics (4)

Collaborative Theatre Emphasis (16 credits)

- THE 2310. Playwriting (4)
- THE 3230. Devised Theatre (4)
- THE 3310. Playwriting Workshop (2)
- THE 4800. Internship (6) **or** Theatre Electives (6)

Requirements for the Minor in Theatre (21 credits)

THE 1000. Foundations of Theatre (4)
THE 1100. Theatre Participation (1 credit for one semester)
THE 1200. Fundamentals of Acting (4)

One course selected from the following:

THE 1710. Lighting and Sound Crafts: Theory and Practice (4)
THE 1720. Stagecraft: Theory and Practice (4)
THE 1730. Costume Crafts: Theory and Practice (4)
THE 1740. Makeup Crafts: Theory and Practice (4)

Two 2000-level or higher courses within the student's area of emphasis. (8)

Requirements for the Minor in Musical Theatre (20 credits)*

THE 1100. Theatre Participation (1)**
MUS 1001. Music Theory I (2)
MUS 1200. Voice (4) **or** MUS 2200. Voice (4)
MUS 1350. Musical Theatre Scenes (1)
THE 2420. Jazz Dance (4)
THE 2450. Tap (4)
MUS 3540. Musical Theatre Literature (2)
MUS 3600. Musical Theatre History (2)

** This curriculum is for Theatre majors only. An alternative curriculum for Music majors may be found in the Department of Music section of this Bulletin.*

*** This credit must be for participation in Dance performance or production.*

Dance Major

Student Learning Outcomes

Upon completing the Dance Program at High Point University, students will:

1. develop a kinesthetic awareness of the dancer's body, with regard to physical and aesthetic capabilities, through the practice of various dance techniques in rehearsal and performance;
2. practice fundamental dance techniques, critical and creative thinking skills, and collaboration in the creation of innovative and nuanced performances, both student and faculty/guest artist choreographed;
3. demonstrate levels of creativity, communication, and collaboration in classwork, conference presentations, and the rehearsal, performance, interview process, that will help graduates succeed as dance performers, graduate students, and workers;
4. create original works that reflect their individuality and exemplify their unique aesthetic principles and standards;
5. describe the broad outlines of the history of dance, and explain how current dance aesthetics and principles relate to ancient dance traditions from around the globe through essay assignments and choreographic maps.



Requirements for the B.A. in Dance (44 credits)

In order to complete the major in dance, a student must complete the following core, technique, and elective requirements.

Core Requirements (34 credits)

- THE 1100. Theatre Participation (4)*
 THE 2010. Fundamentals of Design and Theatre Architecture (4)
 THE 2410. Ballet Dance (4)
 THE 2420. Jazz Dance (4)
 THE 2430. Dance and New Media (4)
 THE 2460. Contemporary Dance (4)
 THE 3410. Dance Composition (4)
 THE 4520. Developing an Artistic Career and Practice (2)
 THE 4530. Thesis/Final Project (2)

* Two of these participation events must be dance performances.

Technique Requirements (8 credits)

Students may take any combination of the following courses, but at least 2 must be at the 3000 level.

- THE 2005. Contemporary Dance Studio I (1)
 THE 3005. Contemporary Dance Studio II (1)
 THE 2415. Ballet Dance Studio I (1)
 THE 3415. Ballet Dance Studio II (1)
 THE 2425. Jazz Dance Studio I (1)
 THE 3425. Jazz Dance Studio II (1)

Elective Requirements (4 credits)

Students must complete four credits from the following:

- THE 1200. Fundamentals of Acting (4)
 THE 1710. Lighting and Sound Crafts:Theory and Practice (4)
 THE 1720. Stagecraft: Theory and Practice (4)
 THE 1730. Costume Crafts: Theory and Practice (4)
 THE 1740. Make-up Crafts: Theory and Practice (4) **or**
 THE 3240. Dance Pedagogy (2) **and** THE 4510.
 Theatre Arts Administration (2)

Requirements for the Minor in Dance (23 credits)

- THE 1100. Theatre Participation (1)
 DNC 1200. Exploration of Contemporary Dance (4)
 DNC 2001. Contemporary Dance Studio I (1)
 DNC 2100. Ballet Dance (4)
 DNC 2110. Ballet Dance Studio I (1) **or** DNC 2201. Jazz
 Dance Studio I (1)
 DNC 2200. Jazz Dance (4) **or** DNC 2300. Tap Dance (4)
 DNC 2800. Dance and New Media (4)
 DNC 3800. Dance Composition (4)

Course Descriptions

DNC 1200. Exploration of Modern Dance. An introductory dance class that focuses on the development of technical skills utilized in modern dance, exploring rhythmic perception, spatial awareness, and expressive qualities. Concepts move through the spectrum of contemporary movement vocabulary as well as the etiquette and protocol of the modern dance classroom and performance. *Four credits.* [A]

DNC 2000. Contemporary Dance. In this course, concepts move through the spectrum of contemporary movement vocabulary as well as the etiquette and protocol of the modern dance classroom and performance. Students will be able to illustrate the development of technical skills utilized in modern dance that may include floor work, inversion, stretching, strengthening, flexibility and coordination exercises, and improvisation. Students will investigate rhythmic perception and spatial awareness. Students will be able to identify and discuss historical works, figures, and trends responsible for shaping dance as an evolving contemporary art form. *Four credits.*

DNC 2001. Contemporary Dance Studio I. In this course, students focus on the qualitative aspects of modern dance technique and develop accuracy in movement comprehension and application. Attention is placed on alignment, use of weight and space, musicality, expression, and aesthetic and kinesthetic understanding of the genre. *Prerequisite: DNC 2000. One credit.*

DNC 2100. Ballet Dance. In this course, concepts move through the spectrum of ballet vocabulary as well as the etiquette and protocol of the ballet dance classroom and performance. Students will be able to illustrate the development of technical skills utilized in ballet technique that may include alignment, strength, flexibility, distribution and the use of weight, and balletic positions and artistry. Students will investigate rhythmic perception and spatial awareness. Students will be able to identify and discuss historical works, figures, and trends responsible for shaping ballet as an art form and technique. *Prerequisite: DNC 2000. Four credits.*

DNC 2101. Ballet Studio I. In this course, students focus on the qualitative aspects of ballet dance technique and develop in movement comprehension and application. Attention is placed on alignment, use of weight and space, musicality, expression, and aesthetic and kinesthetic understanding of the genre. *Prerequisite: DNC 2100. One credit.*

DNC 2200. Jazz Dance. In this course, concepts move through the spectrum of jazz dance movement vocabulary as well as etiquette and protocol of the jazz dance classroom. Students will be able to illustrate development of the various styles, techniques, and rhythmic structures of contemporary and traditional jazz dance, exploring different dance performance forms from Hip Hop to Broadway-style. The course is based upon the philosophy that each unique body type has natural aptitude for the application of jazz movement principles. Students will be able to identify and discuss historical works, figures, and trends responsible for shaping jazz dance as an art form and technique. *Prerequisite: DNC 2000. Four credits.*

DNC 2201. Jazz Dance Studio I. In this course, students focus on the qualitative aspects of jazz dance technique and develop in movement comprehension and application. Attention is placed on alignment, use of weight and space, musicality, expression, and aesthetic and kinesthetic understanding of the genre. *Prerequisite: DNC 2200. One credit.*

DNC 2300. Tap Dance. In this class, students will learn the American art form of tap dancing. Students will be introduced to both Broadway and rhythm tap styles. Execution of basic tap steps and simple combinations will be taught, as well as complex rhythmic variations. Vocabulary for the steps will be presented. The class concludes in an informal performance, which includes pieces choreographed by the instructor, as well as work choreographed by the students. *Four credits.*

DNC 2800. Dance and New Media. Students will explore the presence of dance in new visual media, including film, television and the World Wide Web. Students will discover the history of dance and new media, and be able to describe the ways in which dance has grown and changed because of its integration of new technologies, and how society has been affected by the presence of dance in mass media. Students will also gain a practical knowledge of the subject, through hands-on exploration in collaborative projects that will include the creation of original digital dance media. *Prerequisite: DNC 1200, DNC 2100, DNC 2200, or DNC 2300, or permission of the instructor. Four credits.*

DNC 3001. Contemporary Dance Studio II. This course is a movement course in modern dance technique employing various techniques for a more complete development of skill and proficiency in modern dance. Theoretical knowledge of dance as a movement based,

expressive art form is analyzed through lecture/discussion based on class work, reading, written assignments and attendance at dance concerts. *Prerequisite: DNC 2000, DNC 2001, or permission of the instructor. One credit.*

DNC 3101. Ballet Dance Studio II. This course is a movement course in ballet dance utilizing a more complete level of skill and competence for the technique. Students will demonstrate a greater proficiency of movement, rhythm, and spatial design. Theoretical knowledge of the history of ballet as well as current trends are analyzed through lecture/discussion based work, reading, written assignments and attendance at dance concerts. *Prerequisite: DNC 2100, DNC 2101, or permission of the instructor. One credit.*

DNC 3201. Jazz Dance Studio II. This course is a movement course in jazz dance utilizing a more complete level of skill and competence for the technique. Students will demonstrate a greater proficiency of movement, rhythm, style, and expression. Theoretical knowledge of the history of jazz dance as well as current trends are analyzed through lecture/discussion based work, reading, written assignments and attendance at dance concerts. *Prerequisite: DNC 2100, DNC 2101, or permission of the instructor. One credit.*

DNC/GBS 3700. World Dance. This course provides students with a broader experience and understanding of various movement practices in a globalized society. The course is intended to expose students to all aspects of dance and dancemaking, including social, historical, ritual, and cultural influences. Having experience with and knowledge of dance from non-western traditions will not only broaden students' understanding of dance, but will enlighten them to non-western cultures and traditions. *Four credits. [GS]*

DNC 3800. Dance Composition. Students explore choreographic devices such as levels, spatial relationships, patterns, timing, phrasing through short improvisational exercises, and longer assignments resulting in the staging and performance of a culminating project. *Prerequisites: DNC 2000, DNC 2100, and DNC 2200. Four credits.*

DNC 3900. Dance Pedagogy. Students discover the theory and apply the practice of teaching correct dance techniques in order to assess and train students from beginner levels through advanced levels in a logical, progressive, and sensible method. Students gain an understanding and appreciation of how subjects and issues within the dance curriculum are prepared, represented, and modified to the diverse abilities of the various learning styles. *Prerequisites: DNC 2000, DNC 2100, and DNC 2200. Two credits.*

THE 1000. Foundations of Theatre. An introduction to the collaborative art of theatre, concentrating on the evolution of theatre from dramatic ritual to dramatic literature. Through attendance at live theatrical performances and the reading of plays, students will explore script analysis techniques directed towards production rather than strictly for their literary value. *Four credits. [A]*

THE/MUS 1010. Exploration of Performance. Students will explore the lively arts of theatre, music, and dance in a team-taught course that emphasizes the performance aspects of each discipline. *Four credits.*

THE 1100. Theatre Participation. Practical experience in departmental productions. Students participate as actors and/or as member of production crews during the semester. *A minimum of 60 hours is required of each student in order to earn credit. A total of 4 credits are required for graduation. One credit.*

THE 1200. Fundamentals of Acting. An introduction to Stanislavski-based actor training including studies and exercises designed to develop the student's abilities to create a character. Students will explore basic improvisation, stage movement, monologue, scene work, and script analysis as tools for characterization. *Four credits. [A]*

THE 1710. Lighting and Sound Crafts: Theory and Practice. This course is the study of the principles and practice of stage lighting and sound theory. The course will cover the role lighting and sound plays in exploring the human condition in theatre productions. The student should gain practical lighting knowledge of basic electrical theory, a complete understanding of theatrical lighting instruments. In addition, the student will gain an appreciation for the lighting designer's process, instrument selection, color theory and basic drafting techniques. In sound, the student should gain an understanding of basic sound theory, and a working knowledge of different microphones and speaker types and an appreciation for the Sound Designer's process. *Four credits. [A]*

THE 1720. Stagecraft: Theory and Practice. Theatre production is said to be a collaborative art. This class will instruct students on the art and craft involved in producing a fully realized theatrical production. Students will engage in a wide array of hands-on projects to illustrate class topics and discussions. They will also participate in the creation and staging of HPU Department off Theatre productions which run throughout the semester. Topics include design theory, paint and color theory, scenery construction and technical design, electrics and lighting, and costumes and makeup. *Four credits. [A]*



THE 1730. Costume Crafts: Theory and Practice.

Students will learn the history and basic objectives of costume design, including the design process and how it relates to all elements of the production. An examination of play script and character analysis will be explored. Additionally, students will be provided with a basic knowledge of the craft of costuming including practical experience in reading modern and historical costume patterns. The development of hand sewing and machine skills necessary to execute basic costume construction techniques will be developed. *Four credits. [A]*

THE 1740. Make-up Crafts: Theory and Practice.

Students will learn the history and craft of theatrical makeup application through research and practical exploration. Students will develop a catalogue of research images for a variety of theatrical genres, encouraging

student observation and research when developing make-up designs and applications for theatrical characters. Students will design the makeup for a historical play; developing the concept, character analysis, researching images and producing an application. *Four credits.* [A]

THE 2010. Fundamentals of Design and Theatre Architecture. Using plays from selected theatrical periods, students explore theatre history and the theory of theatrical design through the study of theatrical architecture and design. Techniques include hands-on creativity and design exercises combined with script analysis as tools to help discover the history, art, and process of theatrical design. *Four credits.* [A]

THE 2210. Voice and Dialect. The objective of this class is to help students effectively use their voice as an actor. During this course, students will understand the importance of breath control, relaxation, articulation, and projection. Students will be introduced to the International Phonetic Alphabet as a tool for studying a variety of dialects, and to basic vocal health. This is not a course designed to change the way students speaks, but to help students understand how to use their voice, no matter what the role. *Two credits.*

THE 2220. Movement for Actors. The goal of this course is to expose students to physical training for the theater. The course will include introduction to basic movement dynamics, centering, balance, strength training, stretching, stage combat, and clown work. *Two credits.*

THE 2250. Intermediate Acting. A continuation of Stanislavski-based actor training utilizing the analysis, rehearsal, and in-class presentation of monologues and selected scenes. Included is an exploration of auditioning techniques, resume writing, and “professional presentation” for the actor. Students are required to participate as actors and/or as member of production crews during the semester. *Prerequisite: THE 1200. Four credits.*

THE 2310. Playwriting. A practical, hands-on exploration of the art, craft, and process of playwriting, focusing on the basic elements of story, dialogue, character, and conflict. Using a variety of writing and creativity exercises, the student is guided from the initial concept through working drafts and rewrites, culminating in the completion of an original one-act play with will receive a staged reading. *Four credits.*

THE 2440. Community Concepts in Dance. Dance and Community Concepts is a course designed to illuminate the benefits of an artful existence to the students and community participants involved. The class will focus on how the art of movement can be brought off of the stage, into the community where it can be used to elicit

positive growth and transformation among people and communities that are marginalized, overlooked or underprivileged. The course will employ the philosophy that artists are steward of the soul of the individual and the spirit of our communities as the basis for engagement with members of the community both at High Point University and the Piedmont Triad. Theories and practices in community engaged art, expressive therapies, aesthetic education and community building will be explored. Students will engage in Service Learning hours, which will require a commitment to off campus visits to the Chavis Family YMCA on a regular basis throughout the semester to work with youth from around our area as dance and movement educators. *Prerequisites: THE 2600, THE 2650, THE 2700, and THE 2800, or permission of the instructor. Four credits.* [SL]

THE 2710. Theatre Applications of CAD and Technology. Students will learn and explore the use of continually evolving technology and its application to the art and craft of design. Utilizing basic design skills, students will also explore employing those skills to CAD assisted drafting and Photoshop assisted theatrical design. *Four credits.*

THE 2888/3888/4888. Special Topics in Technical Theatre and Theatrical Design. Students will be immersed in an in-depth exploration of a variety of different design/tech topic each time the course is offered. Included among many such topics are sound design, special effects, scene painting, prosthetic make-up techniques, and advanced building techniques and materials. *This course may be repeated. Four credits.*

THE 3000. Studies in Theatre. An historical survey of the influential theatrical movements, individuals, and plays. Through readings, discussion, projects, and attendance at selected live theatre productions, students will explore significant dramatic works and their connection to the political, economic, and social movements. *Four credits.*

THE 3200. Costume Design. A study of the design process for costumes, emphasizing the creative aspects of costume design, from the analysis of the script to the final color rendering. The student will gain a basic understanding of costume history and how it is applied to costume design. *Four credits.*

THE 3210. Studies in Performance. A continuation of the actor’s personal acting process, focusing on advanced scene study and strengthening the previously studied techniques of action, honesty, and characterization. The course is devoted to the modern era of psychological realism, including Ibsen, Chekhov, and selected modern and contemporary playwrights. *Prerequisite: THE 2250. Four credits.*

THE 3220. Acting for the Camera. This course explores the acting techniques employed when acting for television, film, and the emerging web-based media. Building upon skills already learned in previous acting classes and utilizing camera technology in-class, students will explore scene work, how to develop a character, audition techniques, working with the camera, terminology, and “the business of show business.” *Prerequisite: THE 2250 or permission of the instructor. Four credits.*

THE 3230. Devised Theater. A practical course of performance study focusing on devised, or ensemble-created, theater. Students will devote study to existing theories and methods of practice that result in the creation of original work, leading them to creation and performance of their own original work. *Prerequisite: THE 1200. Four credits.*

THE 3300. Scenography. Scenography is the craft of design a production as a whole instead of one area (scenery, costume, lighting, sound) by itself. In this course the student will explore the theory and practice of designing scenery, costumes and lighting for performance; develop analytical and research skills to support the visual design; practice the application of relevant tools for communicating ideas visually; and become sensitive to the application and expressive use of design as an element of stage production. *Prerequisite: THE 2010. Four credits.*

THE 3310. Playwriting Workshop. Building upon skills and techniques developed in THE 2310, students will continue to explore craft elements by conceptualizing and writing workshop production-ready plays which will receive staged readings at the conclusion of the semester. *Prerequisite: THE 2310. Two credits.*

THE/GBS 3550. Global Performance. A survey of several non-Western performance traditions with an eye toward how Western expectations shape their interpretation and how they are transformed under the pressures of globalization. *Four credits. [A, GS]*

THE 3800. Directing. An introductory course exploring the history, principles, and philosophy of stage direction. Students will learn to successfully analyze a play for concept, organize a script for production, and effective rehearsal procedures. The student’s hands-on study leads to the rehearsal and presentation of a culminating project. *Prerequisite: THE 1200. Four credits.*

THE 4000. Creative Dramatics. A study of teaching techniques designed to develop creative dramatic experiences for elementary and middle school students. Included in the course is an exploration of theatre skills including interactive dramatic situations, role-playing,

creative writing, improvisational technique, and theatre exercises designed to teach basic acting skills.

Prerequisites: Junior standing and elementary education major or theatre major/minor. Four credits.

THE 4111. Independent Study. This faculty directed course is an investigation or creative work produced by a student that makes an original contribution to the theatrical discipline and extends beyond the traditional undergraduate curriculum. *Two to six credits.*

THE 4200. Performance Studio. A practical course of performance study focusing on a specific work of one of the masters of modern theatre. Students will focus on research and dramaturgy devoted to intensive character study, as well as experimenting with multiple methods of learning and creating a role. This course will combine classroom and production work, and students will participate in a culminating mainstage production. *Prerequisite: THE 2250 or permission of the instructor. Four credits. [A]*

THE 4500. Shakespeare in Performance. A this course combines literary examination with performance study, with a focus on multiple Shakespearean texts. During the course, students will examine primary texts through close reading, will research the historical connections surrounding the writing of the plays and the worlds in which the plays take place, and examine historical and contemporary views of these plays and related adaptations. In addition, the course will provide practical skills to bring these texts to performance. *Four credits. [A]*

THE 4510. Theatre Arts Administration. An overview of theatrical producing and management with an emphasis on non-profit theatre companies in the United States. The course includes discussions and study of arts administration, accounting practices, box-office and front-of-house procedure, marketing, and publicity and personnel. Theory and discussion will lead to real-world examples and proposed solutions. *Two credits.*

THE 4520. Developing an Artistic Career and Practice. This course is designed to help the soon-to-be-graduated artist develop and maintain an artistic practice. The course contains practical lectures on portfolio development and maintenance, resumes and CVs, contracts, taxes, unions and networking. The course will also contain exercises and studies in art/artist philosophy, daily practices, and artist wellness. *Two credits.*

THE 4800. Internship. Working with professional theatres of distinction, internship opportunities will provide students a bridge between in-class learning and “real world” work experience. *Four to six credits.*

"The foreign language department is amazing at fulfilling the 'extraordinary' standards at High Point University with many courses and incredible professors to educate us on areas elsewhere in this world."

– Claire Allison, 2013

Department of World Languages, Literatures, and Cultures

Dr. Daliang Wang, *Chair*; Ms. Carolyn Adams; Mr. Jody Bowman; Dr. Lauren Brooks; Dr. Hayden Carron; Mrs. Judy Yuen Danley; Dr. Sara DeNicolas; Dr. Denis Depinoy; Dr. Claudia Femenias; Mr. Frank Freeman; Dr. Tessa Gurney; Mrs. Maria Laquale; Dr. Benoît Leclercq; Dr. Virginia Leclercq; Ms. Mariana Murty; Ms. Teresa Parker; Ms. Carmen Salama; Dr. Adam Winkel.

Programs of Study

- French and Francophone Studies Major (B.A.)
- Spanish Major (B.A.)
- Chinese Minor
- East Asian Studies Minor-Chinese Concentration
- East Asian Studies Minor-Japanese Concentration
- French and Francophone Studies Minor
- Italian Studies Minor
- Spanish Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of World Languages, Literatures, and Cultures, students must complete one of the following:

B.A. in French and Francophone Studies

Major Requirements.....	36 credits
University Core Requirements.....	50 credits
Electives.....	42 credits
TOTAL.....	128 credits

B.A. in Spanish

Major Requirements.....	36 credits
University Core Requirements.....	50 credits
Electives.....	42 credits
TOTAL.....	128 credits

The language ability and cross-cultural awareness of Americans are of vital concern to American higher education. They are essential to the growing influence and ever-deepening involvement of this country in world affairs.

The Department of World Languages, Literatures, and Cultures offers majors and minors in French & Francophone studies and Spanish, minors in Chinese and East Asian Studies, and several levels of instruction in German and Russian. The department also offers business language courses in Chinese, French, Italian, and Spanish needed for completion of the major in international business and a certificate program in Italian Studies. Additionally, the department offers foreign language courses to complement the major in International Relations and Spanish courses needed for the minor in Latin American and Caribbean Studies. The department also offers the core of Spanish courses needed for K–12 certification.

The principal goals of the World Languages, Literatures, and Cultures Department are:

1. to help students develop an awareness of and a respect for other cultures;
2. to introduce students to different value systems;
3. to promote an awareness of, and a respect for, other cultures;
4. to provide a range of experiences outside the classroom that will help students develop a sense of global citizenship;
5. to help students improve their critical and analytical skills;
6. to help students improve their linguistic competency and communication skills in the target language.

Placement

Students entering High Point University with high school credit in foreign language and wishing to continue in the same language are placed in a course at the level deemed appropriate by the Department of World Languages, Literatures, and Cultures. In some cases, a placement examination may be necessary to determine this level.

General Education Requirements

High Point University includes credit in a foreign language as a basic requirement for graduation. Entering students may earn this foreign language credit prior to or at the time of entering the University by receiving qualifying scores on the CEEB test. If an entering student does not earn credit by such testing, he or she must satisfy the General Education foreign language requirement as follows:

1. The student must begin language study at the placement level, as determined by the World Languages, Literatures, and Cultures Department.
2. The student must complete 4 hours of foreign language with the minimum level being completion of 1020.

With approval of the Dean of the College of Arts and Sciences and the chair of the Department of World Languages, Literatures, and Cultures, the language requirement may be fulfilled with credits in a foreign language not offered at High Point University.

Non-Native Speakers of English

All non-native speakers of English are required to take a placement exam in English as a Second Language upon entry to the University. Depending on the results of this exam, the student will either be exempted from the foreign language requirement or will be required to take English as a Second Language classes.

If a non-native speaker of English demonstrates proficiency in English (as certified by the World Languages, Literatures, and Cultures Department), the foreign language requirement for graduation may be waived. The student will not be awarded academic credit for foreign language in this case.

If a non-native speaker of English is required to take ESL classes, he or she may satisfy the foreign language requirement by taking up to 16 credits in ESL. The minimum number of credits required to fulfill the foreign language requirement will be determined by the placement exam. The student will be awarded academic credit hours for these ESL classes.

Bilingual students and/or heritage speakers may be exempted from the foreign language requirement depending on their proficiency in English and/or in the second language.

If bilingual and/or native speakers of a language other than English claim an exemption from the foreign language

requirement, they cannot be awarded credit hours in the foreign language for the courses exempted, and they are not allowed to receive credit hours in that language through a CLEP Exam or by challenge exam at the 1000 or 2000 levels or in French/Spanish 3000.

Foreign Language Study Abroad

Students are encouraged to continue their study of foreign language through a semester or a year abroad. Homestay options are available for an intensive language study.

Students should begin planning with their academic advisor early in their sophomore year. Additionally, some short-term, faculty-led programs are available. For more information, please see the Study Abroad section of this Bulletin or visit the Study Abroad website: www.highpoint.edu/studyabroad.

Teacher Certification in Foreign Language

Students applying for teacher certification in Spanish must meet the requirements for the major in Spanish and complete certain courses specified by the Stout School of Education. Students must also complete a one-credit independent study in History of the Spanish language.

Honors in World Languages, Literatures, and Cultures

Acceptance into the Honors Program will be determined by members of the Department of World Languages, Literatures, and Cultures. Requirements for graduating with Honors in World Languages, Literatures, and Cultures include:

1. fulfillment of the requirements for a major in French or Spanish with a 3.5 grade point average overall and in the major;
2. one intensive independent study, to be written in the target language, in addition to the senior seminar;
3. a formal presentation of the independent study to the entire faculty in the Department of World Languages, Literatures, and Cultures or at the University Honors Symposium.

Students wishing to graduate with honors in World Languages, Literatures, and Cultures should make application to the chair of the Department of World Languages, Literatures, and Cultures no later than the second semester of the junior year.

"The French program provides students with an incredible educational opportunity to learn and excel in a variety of challenging and interesting courses offered by the motivating professors at High Point University."

– Samantha Baumgartner, 2011

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French and Francophone Studies Major

Student Learning Outcomes

Upon completing the French and Francophone Studies Program at High Point University, students will:

1. possess proficiency in the skills of listening, speaking, reading and writing in French at the Advanced to Advanced Plus level of the ACTFL Proficiency Guidelines;
2. possess a level of proficiency in the target culture sufficient to enable them to understand and explain aspects of that culture;
3. possess some knowledge of the historical and cultural role of the country or countries being studied and have some awareness of current events in these countries;
4. have some awareness of literary output of the areas being studied;
5. have some knowledge of the value systems which influenced the history and literary/artistic production of the countries and cultures being studied;
6. be aware of "standard" pronunciation of the language;
7. be able to conduct and present independent research in the target language;
8. be able to use their knowledge of language and culture while working in the chosen profession.

Requirements for the B.A. in French and Francophone Studies (32 – 36 credits)

A. Core Courses (16 – 20 credits)*

FRE 2020. Intermediate French II (4)**
FRE 2130. Readings in French & Grammar Review (4)
FRE 3200. Introductory Literature Survey (4)
FRE 4010. Advanced Grammar and Composition (4)
Capstone Experience. Students may choose one of the following options:

- FRE 4990. Seminar in French Topics (4)
- FRE 4810-4815. Student Internship (4)
- An approved semester abroad program in a French speaking country

*The major in French and Francophone Studies is 32 credits if a student begins at a level higher than 2020.

**The prerequisite for FRE 2020 is FRE 2010 or placement equivalent.

B. Literature and Civilization Courses (8 credits)

Select 4 credits from the following literature courses:

FRE 3210. Pre-Revolutionary French Literature (4)
FRE 3220. Literature of the Enlightenment and Revolutions (4)
FRE 3330. Modern and Contemporary French Literature (4)
FRE 3400. Francophone Voices (4)

Select 4 credits from the following civilization courses:

FRE 3030. Culture and Civilization of France (4)
FRE 3040. France Today (4)
FRE 3080. Francophone Cultures Outside of France (4)

C. Elective Courses (8 credits)

Select 8 credits from the following elective courses:

FRE 2881, 3881, or 4881. Special Topics (4)
FRE 3000. Conversation and Pronunciation (4)
FRE 3150. Contemporary French Culture Through Film (4)
FRE 3180. Business French (4)
FRE 3600. Creative Writing in French (4)
FRE 4444. Independent Study (4)
FRE 4500. Translation and Interpretation course (4)
FRE 4810-4815. Student Internship (4)

Any French culture or civilization course not selected under section B (4)

Any French literature course not selected under section B (4)

Any other 3000- or 4000- level French course not selected under section B (4)

A French GBS course:

GBS 3750. French Cinema: Text and Culture (4)
GBS 3780. The French-Speaking World (4)*

A French Studies course:

HST 3106. The French Revolution and Napoleon (4)
ENG 4500. Critical Theory (4)

Any French Studies course taken through an approved study abroad program in a French-speaking country (4)

*GBS 3780 cannot be taken if a student has received credit for French 3080.

Requirements for the Minor in French & Francophone Studies (16 – 20 credits)*

A. Core Courses (8 – 12 credits)*

FRE 2020. Intermediate French II (4)
 FRE 2130. Readings in French & Grammar Review (4)
 FRE 3200. Introductory Literature Survey (4)

*The major in French and Francophone Studies is 32 credits if a student begins at a level higher than 2020.

**The prerequisite for FRE 2020 is FRE 2010 or placement equivalent.

B. Culture and Civilization Courses (4 credits)

Select 4 credits from the following courses:

FRE 3030. Culture and Civilization of France (4)
 FRE 3040. France Today (4)
 FRE 3080. Francophone Cultures Outside of France (4)

C. Elective Courses (4 credits)

Select 4 credits from the following elective courses:

FRE 3000. Conversation and Pronunciation (4)
 FRE 3150. Contemporary French Culture Through Film (4)
 FRE 3180. Business French (4)
 FRE 3210. Pre-Revolutionary French Literature (4)
 FRE 3220. Literature of the Enlightenment and Revolutions (4)
 FRE 3330. Modern and Contemporary French Literature (4)
 FRE 3400. Francophone Voices (4)
 FRE 3600. Creative Writing in French (4)
 FRE 4010. Advanced Grammar and Composition (4)
 FRE 4500. Translation and Interpretation (4)
 FRE 4990. Seminar in French Topics (4)

Any French culture or civilization course not selected under section B (4)

A French GBS course:

GBS 3750. French Cinema: Text and Culture (4)
 GBS 3780. The French-Speaking World (4)*

*GBS 3780 cannot be taken if a student has received credit for French 3080.



Spanish Major

Student Learning Outcomes

Upon completing the Spanish Program at High Point University, students will:

1. possess proficiency in the skills of listening, speaking, reading and writing in Spanish at the Advanced to Advanced Plus Level of ACTFL Proficiency Guidelines;
2. possess a level of proficiency in the target culture sufficient to enable him/her to understand and explain that culture;
3. possess an understanding of the historical and cultural role of the country or countries being studied, and be aware of current events in these countries and of their role in world affairs today;
4. be aware of the literary movements and have developed an appreciation for the literary thought of the areas being studied;
5. have some knowledge of the value systems that influenced the history and literary/artistic production of the country or countries or culture(s) being studied;
6. possess the ability to conduct and present independent research in the language;
7. have cultural and language proficiency to use in the chosen profession.

Requirements for the B.A. in Spanish (39 credits)

SPN 2020. Intermediate Spanish II (4)
 SPN 2090. Pronunciation (1)
 SPN 2130. Hispanic Cultures: Intermediate Readings and Conversation (4)
 SPN 2140. Grammar Review (2)
 SPN 3000. Advanced Conversation (4)
 SPN 3930. Cultures and Civilizations of Spain (4) **or**
 SPN/GBS 3940. Spanish-American Culture and Civilization (4)
 SPN 4010. Advanced Grammar and Composition (4)

One course selected from:

SPN 4444. Independent Study (4)
 SPN 4810-4815. Student Internship (4)
 SPN 4020. Seminar in Hispanic Topics (4)
 One other 4000-level Spanish course (4)

One course selected from:

SPN 3050. Hispanic World Today (4)
 SPN 3140. The Caribbean Mix: People, Music, and Folklore (4)
 SPN/GBS 3150. Hispanic Culture through Film (4)
 SPN 2881. Special Topics in Culture and Language (4)

One course selected from:

- SPN 3020. Contemporary Hispanic Literatures (4)
- SPN 3060. Hispanic Short Stories (4)
- SPN 3230. Literary Genre in Latin American Literature (4)
- SPN/WGS/GBS 3280. Latin American Women Writers (4)
- SPN 3881. Special Topics in Literature (4)

One course selected from:

- SPN 3210. Spanish Literature I: The Birth of the Spanish Nation (4)
- SPN 3220. Spanish Literature II: Centrism and Diversity in Contemporary Writers (4)
- SPN 3240. Spanish-American Literature I: In Search of an Identity (4)
- SPN 3250. Spanish-American Literature II: Voices of the Writers (4)
- SPN 3260. Caribbean Literature: Images of a Region (4)

Note: *The major requires 35 credits if a student begins at a level higher than SPN 2020.*

Requirements for the Minor in Spanish (22 credits)

- SPN 2020. Intermediate SPN II (4)
- SPN 2130. Hispanic Cultures: Intermediate Reading and Conversation (4)
- SPN 2140. Grammar Review (2)

One of following culture courses

- SPN 2881. Special Topics (4)
- SPN 3050. Hispanic World Today (4)
- SPN 3140. The Caribbean Mix: People, Music and Folklore (4)
- SPN/GBS 3150. Hispanic Culture Through Film (4)
- SPN 3930. Cultures and Civilizations of Spain (4)
- SPN/GBS 3940. Spanish-American Culture and Civilization (4)
- SPN 4020. Seminar in Hispanic Topics (4)

One of following literature courses

- SPN 3020. Contemporary Hispanic Literatures (4)
- SPN 3060. Hispanic Short Stories (4)
- SPN 3210. Spanish Literature I: The Birth of the Spanish Nation (4)
- SPN 3220. Spanish Literature II: Voices of the Regions (4)
- SPN 3230. Literary Genres in Latin American Literature (4)

- SPN 3240. Spanish-American Literature I: In Search of an Identity (4)
- SPN 3250. Spanish-American Literature II: The Voices of the Writers (4)
- SPN 3260. Caribbean Literature: Images of a Region (4)
- SPN/WGS/GBS 3280. Latin American Women Writers (4)
- SPN 3881. Special Topics (4)

One elective above SPN 2020 (4)

Note: *The minor requires 18 credits if a student begins at a level higher than SPN 2020.*

Other Programs of Study

Requirements for the Minor in Chinese (21 credits)

- CHI 1013. Chinese Calligraphy and Phonetics (1)
- CHI 2010. Intermediate Chinese I (4)
- CHI 2020. Intermediate Chinese II (4)
- CHI 2050. Oral Communication (4)
- CHI 2080. Grammar and Composition (4)
- CHI 3180. Chinese for Business (4)

Requirements for the Minor in East Asian Studies - Chinese Concentration (20 credits)

- CHI 2010. Intermediate Chinese I (4)
- CHI 2020. Intermediate Chinese II (4)

Select three courses from the following list:

- CHI 2050. Oral Communication (4)
- GBS 3020. Cultural Identities of Chinese Martial Arts (4)
- HST 1501. Introduction to East Asian Civilization (4)
- HST 2511. Chinese History (4)
- HST/GBS 3501. United States and East Asia (4)
- HST/GBS 3511. Revolutionary China (4)
- REL 1008. Introduction to Buddhism (4)
- REL 2036. Religions of East Asia (4)
- REL 3018. Asian Religions & Environment (4)
- REL/PHL 3032. Buddhist Traditions (4)
- REL 3034. Sages, Monks & Ascetics (4)
- REL 3035. Comparative Religious Perspectives (4)
- REL/PHL/GBS 3331. Asian Thought & Global Concerns (4)

**Requirements for the Minor in East Asian Studies –
Japanese Concentration (20 credits)**

JPN 2010. Intermediate Japanese I (4)
JPN 2020. Intermediate Japanese II (4)

Select three courses from the following list:

COM /GBS 3381. Japanese Media & Pop Culture (4)
HST 1501. Introduction to East Asian Civilization (4)
HST 2521. Japanese History (4)
HST /GBS 3501. United States and East Asia (4)
HST/GBS. 3521 Rise of Modern Japan (4)
JPN 3010. Advanced Japanese I (4)
REL 1008. Introduction to Buddhism (4)
REL 2036. Religions of East Asia (4)
REL 3018. Asian Religions & Environment (4)
REL 3031. Religions of Japan (4)
REL /PHL 3032. Buddhist Traditions (4)
REL 3034. Sages, Monks & Ascetics (4)
REL 3035. Comparative Religious Perspectives (4)
REL/PHL/GBS 3331. Asian Thought & Global Concerns (4)
SOA 3500. Food & Culture of Japan (4)

**Requirements for the Minor in Italian Studies
(20 credits)**

ITA 2020. Intermediate Italian II (4)
ITA 2040. Conversation (4)
ITA 2050. Readings and Composition (4)
ITA/GBS 3030. Italian Culture and Civilization (4)
ITA 3434. Translation Theory and Workshop (4)

**Requirements for the Certificate in Italian Studies
(16 credits)**

ITA 2020. Intermediate Italian II (4)
ITA 2040. Conversation (4)
ITA 2050. Readings and Composition (4)
ITA/GBS 3030. Italian Culture and Civilization (4)



Course Descriptions

CHI 1010. Elementary Chinese I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading in simple characters with the help of Pinyin (phonetics) and writing simple Chinese characters. Designed to provide the student with the tools necessary to develop a level of competency sufficient to meet basic survival needs and limited social demands. *Four credits.*

CHI 1013. Chinese Calligraphy and Phonetics. This course will help students at all levels to strengthen their skills in writing Chinese characters, have a deeper understanding of all radicals, pronounce the tones more accurately and enhance their ability to differentiate tones, etc. Students will also learn how to look up a character in a dictionary quickly and accurately. All these basic skills are crucial to Chinese study. *One credit.*

CHI 1020. Elementary Chinese II. CHI 1020 is a continuation of CHI 1010. This course begins with a review of the material covered in CHI 1010 and continues with further study of Chinese, emphasizing the development of all four major communicative skills: listening, speaking, reading all in characters and writing more Chinese characters instead of Pinyin (phonetics). Students will continue with the acquisition of cultural knowledge about China. *Prerequisite: CHI 1010 or equivalent. Four credits. [F]*

CHI 2010. Intermediate Chinese I. CHI 2010 is an intermediate level course designed for students who have completed the 1020 level or its equivalent. Students will review and expand their skills in reading in Chinese characters, writing characters instead of Pinyin (Chinese phonetics), listening, and speaking with the focus on expanded vocabulary and the accuracy of the tones. Culturally based readings in both Chinese and English, videos and audio materials will be included. *Prerequisite: CHI 1020 or equivalent. Four credits. [F]*

CHI 2020. Intermediate Chinese II. This course is designed for students who have completed CHI 2010 or its equivalent. Students will expand upon and reinforce their skills in reading in Chinese characters, writing characters instead of Pinyin (Chinese phonetics), listening and speaking with the focus on expanded vocabulary and accuracy of the tones. Culturally based readings in both Chinese and English, videos and audio materials will be included. *Prerequisite: CHI 2010 or equivalent. Four credits. [F]*

CHI 2021. Exploring China: Language, Culture, and People in a Globalized World. This course explores the language and cultures of China by providing students with lectures on HPU campus and a faculty-led trip to China. Specially, this course examines the language, history, arts, architecture, philosophies, economy, and religions of China, with a focus on how they are relevant in an ever-increasing globalized world. Students will travel to Beijing, the national and cultural capital, and Shanghai, the economic center in China. By experiencing the cultural elements in historical yet dynamically-developing cities, students will gain deeper understanding of China by placing it in a global perspective and comparing it with a greater world. *Four credits. [GS, SA]*

CHI 2050. Oral Communication. Students will expand upon and reinforce their skills in pronunciation, listening comprehension, conversation and grammar. This course will focus on: accuracy of tones and syllables; comprehension of articles and conversations with expanded vocabulary and more complex grammar; communication with greater accuracy and grammatical complexity. Videos and audio materials will be included. Students will be exposed to more cultural aspects of China. *Prerequisite: CHI 2020 with a grade of C- or higher, or placement. Four credits. [F]*

CHI 2080. Grammar & Composition. Students will expand upon and reinforce their skills in reading, grammar and composition. This course focuses on the practice of various aspects of Chinese grammatical patterns and language structures and acquisition of proficiency in writing. Some readings, videos and audio materials will be included. *Prerequisite: CHI 2020 with a grade of C- or higher, or placement. Four credits. [F]*

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

CHI/GBS 3120. Cultural Identities of Chinese Martial Arts in a Global Environment. This course examines traditional and contemporary Chinese culture through the lens of Chinese martial arts in a global context. It focuses on the renewed cultural identities of Chinese martial arts as a culture carrier, medium of literary expression, noncompetitive sport for self improvement and health preservation, and performing art in a digital time. Students also explore the impact of Chinese martial arts cultures in American cinema and pop culture, through selected movies and readings, as well as practice basic moves in Chinese martial arts. *Four credits. [GS]*

CHI 3180. Chinese for Business. This course will enable students to expand their Chinese language skills to the business arena. CHI3180 will work the students through situations where they will write business correspondence, make an inquiry, ask for a sample, finalize a contract, launch a complaint, encounter a partner, etc. Some readings (both in Chinese and English), video and audio materials will be included. *Prerequisite: CHI 2050 or CHI 2080 with a grade of C or higher. Four credits. [F]*

ESL 1010. English as a Second Language: Grammar and Composition I. Instruction and practice in the use of the English language, with primary emphasis on writing. *Required of all non-native speakers of English, unless exempted by the placement exam in English as a Second Language. Only non-native speakers of English may enroll in this course. Four credits.*

ESL 1020. English as a Second Language: Grammar and Composition II. Instruction and practice in the use of the English language, with primary emphasis on writing. *Prerequisite: MFL 1010 or permission of the instructor. Required of all non-native speakers of English, unless exempted by the placement exam in English as a Second Language. Only non-native speakers of English may enroll in this course. Four credits. [F]*

ESL 1030. Oral Communication Skills in English as a Second Language. A course designed to help non-native speakers of English develop the practical skills necessary for academic success. Intensive work in speaking and in listening comprehension, with attention to improving pronunciation. Work with a tutor outside of class is required. *Required of all non-native speakers of English, unless exempted by the placement exam in English as a Second Language. Restricted to non-native speakers of English. Prerequisite: Placement or permission of instructor. Four credits.*

ESL 1040. Reading in English as a Foreign Language. A course designed to help non-native speakers of English develop the reading comprehension skills necessary for academic success. Intensive work in reading comprehension, with attention to improving vocabulary and decoding texts of various genres. Work with a tutor outside of class is required. *Prerequisite: Placement or permission of the instructor. Native speakers of English may not receive credit for MFL 1040. Four credits.*

FRE 1010. Basic Skills Acquisition I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading, and writing. Designed to provide the student with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. *On-line workbook required. Four credits.*

FRE 1020. Basic Skills Acquisition II. French 1020 begins with a review of the material covered in French 1010. Further study of French with emphasis on the development of the communicative skills of listening, speaking, reading and writing. Enhancement of cultural awareness. *On-line workbook required. Prerequisite: FRE 1010. Four credits. [F]*

FRE 2010. Intermediate French I. Review and expansion of skills in reading, writing, listening and speaking. Culturally based readings, videos and audio materials will be included. Audio component required. *Prerequisite: FRE 1020 or equivalent. Four credits. [F]*

FRE 2020. Intermediate French II. Expansion and reinforcement of listening, reading, writing and speaking skills acquired from FRE 2010. Culturally based readings, videos and audio materials will be included. Audio component required. *Prerequisite: FRE 2010 or equivalent. Four credits. [F]*

FRE 2130. Readings in French and Grammar Review. A course focusing on further development of the skill of reading, using a selection of short stories and other brief readings. Some in-class writing. Some review of selected grammatical structures. *Prerequisite: FRE 2020 or equivalent. A grade of C or higher must be earned in order to continue the study of French at the 3000 level. Four credits. [F]*

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

FRE 3000. Conversation and Pronunciation. Expansion of listening and speaking skills and acquisition of a broader and more sophisticated range of vocabulary. Emphasis on the development of oral communication skills sufficient to discuss complex issues and express abstract notions. Some work on pronunciation as needed. *Prerequisite: FRE 2130 and FRE 2500 with a grade of C or better, or permission of the instructor. Native speakers of French will not be allowed credit for FRE 3000. Four credits.*

FRE 3030. Culture and Civilization of France:

From Past to Present. Overview of the culture and civilization of France, accompanied by discussion of the relevant historical background. Some attention to artistic contributions, colonization and present-day issues. *Prerequisite: FRE 2130 with a grade of C or better or permission of the instructor. Four credits.*

FRE/GBS 3040. France Today. A course focusing on current events and issues in France and the French-speaking world today. Work with selected materials from the Internet, including televised news broadcasts and other programs in French, articles from French newspapers and from French publications online, and an audio magazine in French. Culture, conversation, composition. *Prerequisite: FRE 2130 with a grade of C or better or permission of the instructor. Four credits. [GS]*

FRE 3080. Francophone Cultures Outside of France.

A course focusing on the cultures of French-speaking areas (other than France) in Europe, the Americas, Africa, the Pacific and Asia. *Prerequisite: FRE 2130 with a grade of C or better or permission of the instructor. Four credits.*

FRE 3150. Contemporary French Culture Through

Films. This course emphasizes the role of film as a way to learn about people, places, systems of beliefs, and cultural values. It presents some important French cultural perspectives that are also present in the U.S. culture. It facilitates the student's reflection on explicit comparisons between the "home/native" culture and the "other" culture in order to discuss how each cultural system is both actively different, and more and more alike. Taught in French. *Prerequisite: ENG 1103, junior status, or permission of the instructor. Four credits.*

FRE 3180. Business French. Study of the vocabulary, customs and practices of the French-speaking business/professional world. Cultural differences, organizational patterns, marketing strategies, advertising, business documents and correspondence. Practice of speaking skills in a business/professional context, including job interviews, discussion of personnel and management issues, analysis of advertising. *Prerequisite: FRE 2130 with a grade of C or higher or permission of the instructor. Four credits.*

FRE 3200. Introductory French Literature Survey.

This course is an introduction to French literature through texts of varied length from different time periods and genres. While this course aims first at offering an overview of key texts and authors, students will also examine how literary texts are produced and received in particular historical, geographical and social contexts. Finally, students will identify major intellectual and literary movements that correspond to the works they study. *Prerequisite: FRE 2130 with a grade of C or higher, or permission of the instructor. Four credits.*

FRE 3210. Pre-Revolutionary French Literature.

A study of selected works of French literature from the Middle Ages to the end of the 17th century, with particular attention to the themes of love and honor. *Prerequisite: FRE 2130 with a grade of C or higher or permission of the instructor. Four credits.*

FRE 3220. Literature of the Enlightenment and Revolutions.

A study of selected works of French literature from the Enlightenment to the first world war, with particular attention to the themes of freedom and identity. *Prerequisite: FRE 2130 with a grade of C or higher or permission of the instructor. Four credits.*

FRE 3330. Modern and Contemporary French Literature.

A study of selected works of French literature from the first world war to the present, with particular attention to the themes of Revolution and Métissage. *Prerequisite: FRE 2130 with a grade of C or higher or permission of the instructor. Four credits.*

FRE 3400. Francophone Voices: French-speaking

Literatures. A study of selected works from Francophone literatures from independence in the 1960's to the present. Particular attention to the themes of identity, tradition, modernity and métissage. *Prerequisite: FRE 2130 with a grade of C or higher or permission of the instructor. Four credits.*

FRE 3600. Creative Writing in French. This course will introduce students to the practices of creative writing in a foreign language by studying and creating autobiographical texts. Students will read, analyze and discuss a selection of biographical and autobiographical works, and through these readings, in addition to class lectures, discussions and writing workshops, they will compose an autobiographical work in one of the following genres: verse, prose, drama, or graphic novel. The nature of the course will require focused and active reading for each of our meetings and a willingness to engage in collaborative work both in and outside of class. Throughout the

semester, students will continue to develop their ability to comprehend oral and written materials in French, as well as their ability to express themselves meaningfully through frequent writing assignments and class presentations. Prerequisite: French 3200 with a grade of C or higher, or permission of the instructor. Four credits.

FRE 4010. Advanced Grammar and Composition.

Study and practice of advanced grammatical structures and continued development of more advanced types of writing such as literary analysis, expository writing, analytical writing, etc. Prerequisite: FRE 2130 with a grade of C or higher and a 3000-level course in French, or permission of the instructor. Four credits.

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

FRE 4500. Translation and Interpretation. French 4500 is an upper-level French course designed for French majors and minors. Students will familiarize themselves with translation/interpretation strategies and practices in order to develop linguistic awareness, cultural sensitivity and professional expertise in the variety of spoken and written registers of French. This course will require thorough preparation and participation due to its workshop-like format. For each meeting, students will be expected to be able to defend and present arguments for their linguistic and stylistic choices. Three professional translators and interpreters will share their experience, guide and mentor students twice over the course of the semester, either in person or by video-conference. Prerequisite: One 3000-level French course or permission of the instructor. Four credits.

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

FRE 4990. Senior Seminar. Individual study and research under the guidance of a member of the MFL faculty. Periodic discussion of research with faculty and students in a formal seminar setting. Paper may be written in French or English. Seminar students are required to take the exit competency exam in French and to present the final research to French-speaking faculty in the Department of World Languages, Literatures, and Cultures. Prerequisites: Senior standing, major in French. Four credits.

GER 1010. Basic Skills Acquisition I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading and writing. Designed to provide the student with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. Audio component required. Four credits.

GER 1020. Basic Skills Acquisition II. German 1020 is a continuation of German 1010. The course begins with a review of the material covered in GER 1010. Further study of German with emphasis on development of the communicative skills of listening, speaking, reading and writing. Enhancement of cultural awareness. Audio component required. Prerequisite: GER 1010 or equivalent. Four credits. [F]

GER 2010. Intermediate German I. Review and practice of basic communication skills, with emphasis on the expansion of listening, speaking, reading, and writing skills on the intermediate level. Further development of listening/viewing skills and cultural awareness. Audio component required. Prerequisite: GER 1020 or equivalent. Four credits. [F]

GER 2020. Intermediate German II. Continued review and practice of basic communication skills, and expansion of listening, speaking, reading, and writing skills on the intermediate level. Further development of listening/viewing skills and cultural awareness. Audio component required. Prerequisite: GER 2010 or equivalent. Four credits. [F]

GER 2130. Readings/Conversation in German. Practice and expansion of reading skills at the intermediate level. Intensive practice in speaking German. Readings are selected to provide exposure to fields such as literature, culture, history, etc., and to provide the basis for oral interaction on these topics. Prerequisite: GER 2020 or equivalent. Four credits. [F]



ITA 1010. Basic Skills Acquisition I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading and writing. Designed to provide the student with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. *Audio component required. Four credits.*

ITA 1020. Basic Skills Acquisition II. Italian 1020 is a continuation of Italian 1010. The course begins with a review of the material covered in Italian 1010. Further study of Italian with emphasis on development of the communicative skills of listening, speaking, reading and writing. Enhancement of cultural awareness. *Audio component required. Prerequisite: ITA 1010 or equivalent. Four credits. [F]*

ITA 2010. Intermediate Italian I. Italian 2010 is an intermediate level course designed for students who have completed the 1020 level or its equivalent. Students will review and expand their skills in reading, writing, listening, and speaking in the target language through the inclusion of grammar and culturally based readings, videos and ancillary materials. *Prerequisite: ITA 1020 or equivalent. Four credits. [F]*

ITA 2020. Intermediate Italian II. This course is designed for students who have completed 2010 or its equivalent. Students will expand upon and reinforce their listening, reading, writing, and speaking skills acquired from 2010. Culturally based readings, videos and audio materials will be included. *Prerequisite: ITA 2010 or equivalent. Four credits. [F]*

ITA 2040. Conversation. Speaking and listening practice, accompanied by acquisition of the vocabulary required to engage in casual conversation related to everyday situations and to express opinions on concrete topics. Students will be exposed to a variety of situational dialogues and contextualized situations in Italian in which they need to communicate effectively. *Prerequisite: ITA 2020 or permission of the instructor. Four credits.*

ITA 2050. Reading and Composition. This course is designed to help students develop reading and writing strategies by being exposed to a substantial reading component focused on many different aspects of the Italian culture. Students will read a selection of texts focusing on four different Italian regions. Those readings will provide them with exposure to fields such as Italian history, culture and society and will help them practice basic reading techniques. Students will discuss and analyze course readings and write organized responses

to them. *Prerequisite: ITA 2020 or permission of the instructor. Four credits.*

ITA/GBS 3030. Italian Culture and Civilization. This course focuses on the awareness of cultural diversity through the study of Italian history, society, and culture. The course includes lectures, readings, films or videos related to Italian cultural topics. Students will be encouraged to draw comparisons between the Italian and the American cultures. The course will explore topics such as: Italian history, art, music, family, education, mafia, politics, religion, Italian immigration, and American-Italian relations. This course is conducted in English. *Prerequisite: ENG 1103. Four credits. [GS, HON]*

ITA 3180. Business Italian. This course focuses on the Italian language of business, and provides students with the basic vocabulary and expressions that are most often used in business situations in Italy. Students will learn about the Italian business culture and etiquette, and will be encouraged to draw comparisons with American business practices. Topics include job application, writing a resume, requesting and providing references, Italian job Market, business letters, etc. After identifying the basic technical vocabulary and expressions, the students will assimilate them through targeted exercises and discussions. The course is conducted in Italian. *Prerequisite: ITA 2040 or ITA 2050. Four credits.*

ITA/GBS 3232. Placing Sicily: The Crossroads of the Mediterranean. This course examines Sicily's place within the Mediterranean contact zone. Students will explore the island's unique place at the crossroads between both east and west and north and south, and will discuss the varying cultural identities of the space across historical periods. Throughout the course, students will analyze literary and cinematic examples that narrate cultural concerns related to the Mediterranean island such as nationalism, immigration, emigration, and transculturation, among others. Meaningful on-site experiences in Syracuse, Italy will reinforce this close study of Sicilian, Italian, and Mediterranean culture. *Four credits. [SA, GS]*

ITA/GBS/WGS 3282. Dante to Ferrante: Italian Writing by and about Women. This course examines the critical roles that women play in Italian literature, beginning with Dante's Beatrice as guide and incarnation of beatific love and culminating in the role of the woman as global literary phenomenon embodied by contemporary bestselling author Elena Ferrante and her English-language translator, Ann Goldstein. Special attention will be given to topics such as the forced and

voluntary travels of women throughout the Mediterranean, the physical place of women in literature, the experience of motherhood and maternity, and narrations of violence against women. All texts will be accessed in English translation. *Four credits.*

JPN 2010. Intermediate Japanese I. Japanese 2010 is designed for students who have satisfactorily completed Japanese 1020, or who have been advised to take the class on the basis of their level of proficiency in spoken and written Japanese. This course introduces authentic materials such as newspapers, magazines, and documentary films, as well as learning spoken Japanese. *Prerequisite: JPN 1020 or equivalent. Four credits. [F]*

JPN 2020. Intermediate Japanese II. Japanese 2020 is designed for students who have satisfactorily completed Japanese 2010 or who have been advised to take the class on the basis of their level of proficiency in spoken and written Japanese. This course continues to provide exposure to authentic materials such as newspapers, magazines, and documentary films, as well as learning spoken Japanese. Students will also learn cultural patterns of behavior. *Prerequisite: JPN 2010 or equivalent. Four credits. [F]*

JPN 2050. Oral Communication. This course emphasizes speaking and listening in Japanese in both casual and formal speech style in the context of daily life in Japan. Students will be exposed to authentic materials such as televised news and documentary films. They will also use on-line study materials at home to reinforce speaking and listening skills. *Prerequisite: JPN 2020, placement, or permission of the instructor. Four credits. [F]*

JPN 3010. Intermediate Japanese III. This course is a continuation of JPN 2020 and an advancement to the intermediate study of Japanese. The 3000 level of Japanese represents a significant increase in ability from the 2000 level in both production of speech and comprehension of written materials. Students will deepen their understanding of Japanese culture and society through beginning levels of intermediate readings in Japanese. They will communicate their ideas and opinions by discussing and writing in Japanese at the beginning intermediate level, while solidifying the grammar, vocabulary and kanji foundation built at the beginning levels. *Prerequisite: JPN 2020. Four credits.*

RUS 1010. Basic Skills Acquisition I. Beginning development of functional competence in the Russian language in the four communicative skills: listening, speaking, reading and writing. Acquisition of basic Russian vocabulary and grammar sufficient to develop a level of competency sufficient to meet survival needs in limited situations. Internet-based laboratory exercises required. *Four credits.*

RUS 1020. Basic Skills Acquisition II. Continuing development and improvement of functional competence in the Russian language in the four communicative skills: listening, speaking, reading and writing. Acquisition of basic Russian vocabulary and grammar sufficient to develop a level of competency sufficient to meet survival needs in limited situations. Internet-based laboratory exercises required. *Prerequisite: RUS 1010 or equivalent. Four credits. [F]*

RUS 2010. Intermediate Russian I. Continuing development of functional competence in the Russian language in the four communicative skills: listening, speaking, reading and writing. Expanding Russian vocabulary and grammar to develop a level of competency sufficient to meet communicative needs in limited situations. Internet-based laboratory exercises required. *Prerequisite: RUS 1020 or equivalent, or permission of the instructor. Four credits. [F]*

RUS 2020. Intermediate Russian II. Continuing development of functional competence and fluency in the Russian language in the four communicative skills: listening, speaking, reading and writing. Expanding Russian vocabulary and grammar to develop a level of competency sufficient to meet communicative needs in limited situations. Internet-based laboratory exercises required. *Prerequisite: RUS 2010 or equivalent, or permission of the instructor. Four credits. [F]*

SPN 1010. Basic Skills Acquisition I. Acquisition of basic communication skills in listening, speaking, reading, and writing. Designed to provide the students with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. Online component required. *May not be taken after the completion of SPN 1020 or higher level course. Bilingual students or native speakers of Spanish may not receive credit for SPN 1010. Four credits.*

SPN 1020. Basic Skills Acquisition II. Continued development in and improvement of basic communication



skills in listening, speaking, reading, and writing. Designed to provide the student with the tools necessary to meet survival needs and limited social demands. Online component required. *Prerequisite:* SPN 1010 or equivalent. *May not be taken after the completion of SPN 2010 or higher level course. Bilingual students or native speakers of Spanish may not receive credit for SPN 1020. Four credits.* [F]

SPN 2010. Intermediate Spanish I. Review and practice of intermediate communication skills, with emphasis on the expansion of listening, reading, and writing skills on the intermediate level. Further development of listening/viewing skills and cultural awareness. Online component required. *Prerequisite:* SPN 1020 or equivalent. *May not be taken after the completion of SPN 2020 or higher level course. Bilingual students or native speakers of Spanish may not receive credit for SPN 2010. Four credits.* [F]

SPN 2011. Intermediate Spanish I: Spanish for International Service. This course is designed to prepare students to communicate and participate more fully in future Mission or Non-profit Service Trips to Latin America. Students will gain cultural understanding and will improve their communication skills so that they can serve more effectively alongside community members. Also, students will gain and deepen their knowledge of relevant vocabulary pertaining to International Service. An online component may be required. *Prerequisite:* SPN 1020 or placement. *Students may only receive credit for one intermediate I course (SPN 2010, SPN 2011, or SPN 2015). Four credits.* [F]

SPN 2015. Intermediate Spanish I: Spanish for Law Enforcement. The focus of this course is on enhancing future law enforcement professionals' ability to communicate in Spanish with Hispanic members of the community. A key goal of the course is to provide students with positive interaction strategies designed to reduce the communication gap that often exists between law enforcement figures and Hispanics. Emphasis will be placed on strengthening students' cultural understanding of the Hispanic population. *Prerequisite:* SPN 1020 or placement. *A student may only receive credit for one intermediate I course (SPN 2010, SPN 2011, or SPN 2015). Four credits.* [F]

SPN 2020. Intermediate Spanish II. Continued review and practice of intermediate communication skills, and expansion of listening, reading, and writing skills on the intermediate level. Further development of listening/viewing skills and cultural awareness. Online component required. *Prerequisite:* SPN 2010, SPN 2011, or SPN 2015. *May not be taken after the completion of SPN 2130 or higher level course. Bilingual students and native speakers may not receive credit for SPN 2020. Four credits.* [F]

SPN 2090. Pronunciation. A course designed to help students develop a more authentic pronunciation of Spanish. Includes a study of vowel quality, intonation, stress, consonantal points of articulation, and the voice-producing organs used in spoken Spanish. *Prerequisite:* SPN 2020 or higher, or permission of the instructor. *Native speakers of Spanish may not receive credit for SPN 2090. One credit.*

SPN 2130. Hispanic Cultures: Intermediate Reading and Conversation. Practice and expansion at the intermediate level of all four linguistic skills with a special emphasis on reading, and speaking in Spanish. Readings

provide exposure to fields such as literature, culture, history, and communications. The selection allows students to express themselves critically, both orally and in writing about Hispanic cultures. This course is designed to prepare students for upper-level Spanish courses. *Prerequisite: SPN 2020 or its equivalent. A grade of C or higher must be earned in order to continue studying Spanish at the 300-level. Bilingual students and native speakers of Spanish may not receive credit for SPN 2130. Four credits. [F]*

SPN 2140. Spanish Grammar Review. A review of higher intermediate grammatical structures and concepts with emphasis on tense usage and verb conjugation. Attention to enhancing sophistication in sentence structure. *Prerequisites: SPN 2020. Bilingual students and native speakers of Spanish may not receive credit for SPN 2140. Two credits.*

SPN 2141. Spanish for the Medical Professions. The course provides the student with practice in speaking, listening, reading and writing centered on the vocabulary, customs and practices used by health professionals in the workplace. *Prerequisites: SPN 2130 and SPN 2140 or permission of the instructor. Bilingual students and native speakers may not receive credit for 2141. Four credits. [SL]*

SPN 2142. Spanish for Social Services and Non-Profit Professionals. The course provides the student with practice in speaking, listening, reading and writing centered on the vocabulary, customs and practices used by social services and non-profit professionals in the workplace. *Prerequisites: SPN 2130 and SPN 2140 or permission of the instructor. Bilingual students and native speakers may not receive credit for SPN 2142. Four credits.*

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

SPN 3000. Advanced Conversation. Expansion of listening and speaking skills in Spanish. Development of listening comprehension skills through the use of authentic video and audio materials. Emphasis on the development of oral communication skills sufficient to discuss complex issues and express abstract notions. *Prerequisites: SPN 2130 with a grade of C or higher and SPN 2140, or permission of the instructor. Bilingual students and native speakers of Spanish may not receive credit for SPN 3000. Four credits.*

SPN 3010. Spanish Phonetics and Phonology. This course is designed to help students develop a more authentic pronunciation of Spanish in a conversational context, and to develop an awareness of how spoken

Spanish is articulated correctly. Students will study the voice-producing organs and will learn the correct points of articulation for Spanish consonants. They will practice and adjust Spanish vowel quality, intonation, and stress patterns. Particular attention will be given to the development of correct pronunciation of Spanish in a conversational, whole language context. A service learning component of this course is designed to enhance students' awareness of the diversity of the Spanish language through interaction with community partners. Students will be able to experience firsthand the importance of an appropriate pronunciation according to the varieties of Spanish-speaking countries and regions. *Prerequisite: SPN 2130 with a grade of C or higher and SPN 2140. Four credits. [SL]*

SPN 3020. Contemporary Hispanic Literatures.

Reading, study and discussion of contemporary literature and literary trends in Spain and Spanish America. Reading, interactive analysis and discussion of literary selections from Spanish speaking areas of the world. Special consideration will be given to the understanding of the literary genres and literary techniques. *Prerequisites: SPN 2130 with a grade of C or higher and SPN 2140 or permission of the instructor. Four credits.*

SPN 3050. Hispanic World Today. This course focuses on the culture, current events and society of the Spanish-Speaking World today. Discussion based on selected televised news broadcast in Spanish, current articles from newspapers and magazines in Spanish and selected videos. The Service Learning Hispanic World Today is designed to enhance student's knowledge and cultural awareness of the High Point's Latino/Hispanic community and its youth while expanding students' listening and speaking skills in Spanish. Through selected readings, class discussion, and interaction with people from the Latino Family Center of High Point, Students will develop cultural knowledge in order to better understand the challenges that Latino youth face in our society today. *Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor. Four credits. [SL]*

SPN 3060. Hispanic Short Stories. The study, analysis, and discussion of Hispanic short stories of the XX and XXI centuries. The class will discuss themes such as social inequalities, the power of imagination, gender issues, among others. Special consideration will be given to the understanding and application of techniques for literary analysis. *Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140 or permission of the instructor. Four credits.*



SPN 3140. The Caribbean Mix: People, Music and Folklore. This course examines the most important current issues and realities that define the modern Caribbean societies and will explore some of the historical factors that contributed to those realities. Students will study and discuss the culture of the Caribbean focusing on some of the region's main cultural elements such as music, religion, literature and popular culture. Students will also explore the great influence that the Caribbean region has had on the modern Hispanic language and culture. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor. Four credits.

SPN/GBS 3150. Hispanic Culture Through Film. This course will familiarize students with contemporary Hispanic films. Students will explore how these films position themselves with respect to politics, cultural identity, society and the history of Spain and Latin America. Special attention is given to: Introducing the students to a basic reading of what is a movie and improving the students' linguistic context in a film context. *Prerequisites:* SPN 2130 with a grade of C or better and SPN 2140 or permission of instructor. Course is taught in Spanish. Four credits. [GS]

SPN 3180. Business Spanish. This course seeks to develop the ability to conduct business Spanish

successfully. As such, it is a course in language for special purpose. Within the context of the development of great cross-cultural awareness and competency, it will develop the following skills for business purposes: speaking, listening comprehension, reading, writing and translation/interpretation. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor. Four credits.

SPN 3210. Spanish Literature I: The Birth of the Spanish Nation. A study of the concept of national identity as it is developed in Spanish Literature. Discussion of key works from the Jarchas until the 19th century. The course will consider the cultural, historical and literary context which produce the texts. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor. Four credits.

SPN 3220. Spanish Literature II: Voices of the Regions. This course studies the main literature movements from the late XIX to XXI century in Spain, focusing in the contradictions between the central Castilian culture and the peripheral discourses of the different Regions, and how this dichotomy has shaped contemporary Spain. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor. Four credits.

SPN 3230. Literary Genres in Latin American

Literature. Studying, analysis and discussion of the development of different literary genres that have emerged in Latin America during the 20th century. The content of the course will vary each semester and it will cover works on genres such as Testimonial Poetry, Fiction of the Dictatorship, The Detective Fiction, The Novel of the Mexican Revolution, etc. The course will explore how these specific genres develop as social and political commentary of the society in which they took form. Special consideration will be given to the understanding and application of techniques for literary analysis. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor. Four credits.

SPN 3240. Spanish-American Literature I: In Search of an Identity.

A study of the theme of identity as seen in Spanish-American Literature from the pre-Columbian times to the beginning of the 20th century. Particular attention will be given to the major literary movements, works and figures. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor. Four credits.

SPN 3250. Spanish-American Literature II: The

Voices of the Writers. Study of how social, historical and political issues affecting Spanish-American countries during the 20th and 21st century are reflected in literature. The class will explore how literary works position themselves with regards to issues such as authoritarianism, inequality, women's rights and the role of art in society among others. Particular attention will be given to the major literary movements, works and figures. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor. Four credits.

SPN 3260. Caribbean Literature: Images of a Region.

A general overview of the Spanish Caribbean Literature throughout its most representative authors. The works will be discussed within the cultural, historical and literary context attending to the particularities of each country. Special consideration will be given to the understanding and application of techniques for literary analysis. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor. Four credits.

SPN/WGS/GBS 3280. Latin American Women

Writers. Discussion and literary analysis of poetry, prose, theatre, and essay by Latin American women writers. This course, cross-listed with Women and Gender Studies and Global Studies, will introduce students to canonical women authors as well as less known writers of the region. Works will be studied as an expression of the

cultural context in which they were produced. Discussion will be centered on how these works enter into a dialogue with issues that affect women and their role in Latin American society. Special attention to the discussion, understanding and application of techniques for literary analysis. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140 or SPN 4010, or the permission of the instructor. Four credits. [GS]

SPN 3930. Cultures and Civilizations of Spain.

Reading and discussion in Spanish of peninsular culture and civilization from the pre-historical times until the present, accompanied by a discussion of the relevant historical background. *Prerequisites:* Junior standing, SPN 2130 with a grade of C or higher, SPN 2140, and a 300-level Spanish course. Four credits.

SPN/GBS 3940. Spanish-American Culture and

Civilization. Overview of the culture and civilization of Spanish-American countries from the pre-Columbian period until the present. Reading and discussion of Spanish-American society, culture and the arts accompanied by a discussion of relevant historical background. *Prerequisites:* Junior standing, SPN 2130 with a grade of C or higher, SPN 2140, and a 300-level Spanish course. Four credits. [GS]

SPN 4010. Advanced Grammar and Composition.

Study and practice of advanced grammatical structures and continue the development of more advanced types of writing such as literary analysis, expository writing, analytical writing, etc. *Prerequisites:* SPN 2140 and a 3000-level literature or cultural course, or permission of the instructor. Bilingual students or native speakers of Spanish may not receive credit for SPN 4010. Four credits.

SPN 4020. Seminar in Hispanic Topics.

This course uses a seminar format to facilitate discussion, inquiries, and in-depth studies of a particular aspect of Hispanic literature and culture. Each year, the course content will reflect the most up-to-date research literature of the different regions of the Hispanic world. *Prerequisites:* SPN 2130 with a grade of C or higher, SPN 2140, and a 3000-level Spanish course. Four credits.

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

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



The School of Art and Design

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The School of Art and Design is pleased to announce that High Point University is an accredited institutional member of the National Association of Schools of Art and Design. NASAD is the only accrediting body to approve all art and design-based curricula and “is composed of schools and individuals representing the highest traditions and aims in the education of the artist and designer. These members have proven, by the fact of their membership and activity in the organization, their deep interest in fostering high standards for art and design education” (NASAD Handbook 2016-2017, forward). High Point University recognized the significance of this accreditation as many agree that our global community is embracing the unique problem-solving skills that have been the hallmark of the creative process, making a degree in art and design far more valuable than ever before. At the School of Art and Design we provide a stimulating and inclusive environment that encourages the exchange of ideas and the intellectual and creative development of both students and faculty.

For those wishing to cultivate and advance their creative and critical skills, we invite you to join one of our outstanding programs: Studio Art, Design Studies with a Concentration in Graphic Design, Fashion Merchandising and Interior Design.

We also have a number of minors that are a wonderful compliment to any major: art history, studio art, graphic design, museum studies, photography, fashion merchandising, furnishings and product marketing, and visual merchandising design.



A handwritten signature in black ink that reads "John C. Turpin". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

John C. Turpin, Ph.D., FIDEC
Dean of the School of Art and Design

SCHOOL OF ART AND DESIGN

Dr. John Turpin, *Dean*; Mr. Scott Raynor, *Chair, Department of Art and Graphic Design*; Dr. Jane Nichols, *Chair, Department of Home Furnishings and Interior Design*; Mr. Adrian Boggs; Ms. Kathryn Brandt; Mr. Mark Brown; Dr. Victoria Brown; Ms. Janis L. Dougherty; Ms. Carrie Dyer; Dr. Emily Gerhold; Mr. Cory Gurley; Mrs. Cathy Hillenbrand-Nowicki; Mr. Brandon Jones; Mr. John Linn; Ms. Emily Reynolds; Ms. Kathleen Robinson; Mr. Bruce Shores; Ms. Benita R. VanWinkle.

The School of Art and Design offers the B.A. degree in Design Studies with a concentration in Graphic Design, the B.A. degree in Studio Art, the B.S. in Fashion Merchandising, and the B.S. in Interior Design. The School also offers minors in Art History, Fashion Merchandising, Furnishings and Product Marketing, Graphic Design, Museum Studies, Photography, Studio Art, and Visual Merchandising Design.

Students pursuing a major in the School of Art and Design may also pursue minors that do not match their major area of concentration. However, 16 credits must be unique within the minor (and between other minors) and not overlap with the major. If too many courses overlap, then you will need to speak to your advisor in order to identify appropriate substitutes.



Department of Art and Graphic Design

Mr. Scott Raynor, *Chair*; Mr. Mark Brown; Ms. Janis L. Dougherty; Ms. Carrie Dyer; Dr. Emily Gerhold; Mr. Cory Gurley; Ms. Kathleen Robinson; Mr. Bruce Shores; Ms. Benita R. VanWinkle.

Programs of Study

- Design Studies Major—
Graphic Design Concentration (B.A.)
- Studio Art Major (B.A.)
- Art History Minor
- Graphic Design Minor
- Museum Studies Minor
- Photography Minor
- Studio Art Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Art and Graphic Design, students must complete one of the following:

B.A. in Design Studies (Graphic Design Concentration)

Major Requirements.....	56 credits
University Core Requirements	50 credits
Electives	22 credits
TOTAL.....	128 credits

B.A. in Studio Art

Major Requirements.....	52 credits
University Core Requirements	50 credits
Electives	26 credits
TOTAL.....	128 credits

Four credits of University Core Requirements are "embedded" within each major. Though these overlapping credits are reflected in the credit totals for both Major Requirements and University Core Requirements, they are not counted twice in the calculations of Elective and Total credits.

Criteria for Admissions and Retention

Students wishing to pursue a B.A. in Studio Art or B.A. in Design Studies with a concentration in Graphic Design will submit a portfolio after completion of the freshman level foundation courses: Design Fundamentals (ART 1050) and Drawing (ART 1060). Upon successful completion of both courses and faculty review of the portfolio, students will be officially accepted into the major.

For Portfolio Review, students submit a portfolio of work that consists of selected projects from the freshman-level foundation courses. Faculty will evaluate the quality of the portfolio of work along with the student's professional behavior (attendance, work ethic, ability to accept constructive criticism) and overall GPA. The program does not have a quota and can accept all students that meet the department's standards. It is, however, unlikely that students will pass Portfolio Review if the student has a cumulative GPA below 2.5 or a grade of C- or below is received in either of the two foundational courses. Students must pass both courses to be eligible to apply for admission into the major. Students may retake the course and reapply at the end of that semester; however, students may not apply to the program more than twice.

To graduate with a B.A. in Studio Art or a B.A. in Design Studies with a concentration in Graphic Design, students must have an overall GPA of 2.0 or higher per the University's requirements.

Note: *Students who are enrolled in the Design Studies with the Graphic Design concentration are required to have a laptop by the fall semester of their junior year. The laptop must follow the hardware and software requirements (updated annually) on the department website.*



Design Studies Major (Graphic Design Concentration)

The student will take an array of courses that are focused on artistic development emphasizing the conceptual understanding and critical thinking skills needed to produce thoughtful, engaging, and effective design. At the core of graphic design is the relationship of text and image with the broader goal of visual communication. Across the sequence of courses the student will gain technical skills, perceptual development, understanding of design and other principles of visual organization sufficient to achieve basic visual communication using design associated media while beginning to identify his/her own unique creative vision.

Student Learning Outcomes

Upon completing the Design Studies (Graphic Design Concentration) Program at High Point University, students will possess:

1. technical skills, perceptual development, and understanding of design and other principles of visual organization sufficient to achieve basic visual communication using one or more media associated with design.
2. basic ability to demonstrate how relationships among design principles and the material qualities of objects are incorporated into the production of design work, and how they contribute in terms of use and interpretation.
3. functional knowledge of how the design of communication, products, environments, systems, and services both reflects and shapes various aspects of the context in which they are produced.
4. understanding of the various levels at which design problems can be formulated and addressed, and the ability to discern observable or potential consequences of specific design action in large, complex systems.
5. ability to identify differences among audiences/users for design, and an understanding of how audience/user values and behaviors are reflected in the design of communications, products, and services.
6. understanding of design process, including abilities to consider probable or potential future conditions, think divergently in the generation of multiple solutions, and use design principles and elements of the design process to converge on ideas and results that are effective in realizing project purposes.
7. awareness of the critical perspectives in the evaluation of design, including the history of ideas about the role of design in culture and of ideas informing design practice over time.

Requirements for the B.A. in Design Studies (Graphic Design Concentration) (56 credits)

ART 1050. Fundamentals of Design (4)
ART 1060. Drawing (4)
ART 2000. Art History Survey (4)
ART 2050. Digital Art and Design (4)
ART 2350. Three-Dimensional Design (4)
ART 3680. Digital Photography (4)
GDS 2100. Typography I (4)
GDS 2150. History of Graphic Design (4)
GDS 2550. Graphic Design Studio I (4)
GDS 3100. Typography II (4)
GDS 3650. Graphic Design Studio II (4)
GDS 4999. Senior Studio (4)

Select two ART or GDS courses (8 credits) with at least 4 credits at the 3000-level or above.

Requirements for the Minor in Graphic Design (20 credits)

ART 1050. Fundamentals of Design (4)
ART 2050. Digital Art and Design (4)
GDS 2100. Typography I (4)
GDS 2150. History of Graphic Design (4)
GDS 2550. Graphic Design Studio I (4)

Note: While a course fee is attached to all Art and Graphic Design courses, these monies are for rudimentary supplies. Students may need to purchase additional supplies.

Studio Art Major

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

Student Learning Outcomes

Upon completing the Studio Art Program at High Point University, students will:

1. understand basic design principles, concepts, media, and formats in the various fine arts disciplines;
2. be able to employ/use materials with proficiency across a range of artistic fields;

3. understand principles of visual organization sufficient to achieve basic visual communication and expression in one or more media;
4. be able to make workable connections between concept and media;
5. understand the works and intentions of major artists/designers and movements of the past and present, both in Western and non-Western worlds;
6. understand the nature of contemporary thinking on art and design, and have gained at least a rudimentary discernment of quality in design projects and works of art;
7. have an awareness of professional practices including museum and exhibition standards, visual culture, aesthetic assessment, and creative thinking.

Requirements for the B.A. in Studio Art (52 credits)

Core Courses (16 credits)

ART 1050. Fundamentals of Design (4)
ART 1060. Drawing (4)
ART 2000. Art History Survey (4)
ART 2350. Three-Dimensional Design (4)

Media Coursework (16)

ART 2080. Darkroom Photography I (4)
ART 2090. Ceramics I (4)
ART 3090. Sculpture I (4)
ART 3160. Painting I (4)

Upper Level Art History (4)

ART 3860. Contemporary Concepts in Art (4)

Upper Level Art Studio (8)

Select two courses from the following list:

ART 3190. Ceramics II (4)
ART 4060. Painting II (4)
ART 4080. Darkroom Photography II (4)
ART 4090. Sculpture II (4)

Elective Choice (4)

Select one course from:

ART 2030. Printmaking (4)
ART/GBS 2988. The Grand Tour (4)
ART 3060. Life Drawing (4)
ART 3081. Documenting the Community through Photography (4)
ART 3680. Digital Photography (4)
ART 3850. History of Photography (4)
ART/GBS 3880. Documentary Photography in Paris (4)

Advanced Level (4)

ART 4999. Senior Studio (4)

Requirements for the Minor in Studio Art (20 credits)

ART 1050. Fundamentals of Design (4)
 ART 1060. Drawing (4)
 ART 2000. Art History Survey (4)

Select two courses from:

ART 2030. Printmaking (4)
 ART 2080. Darkroom Photography I (4)
 ART 2090. Ceramics I (4)
 ART 2350. Three-Dimensional Design (4)
 ART 3060. Life Drawing (4)
 ART 3090. Sculpture I (4)
 ART 3160. Painting I (4)
 ART 3190. Ceramics II (4)
 ART 3680. Digital Photography (4)
 ART 4060. Painting II (4)
 ART 4080. Darkroom Photography II (4)
 ART 4090. Sculpture II (4)

Other Departmental Minors**Requirements for the Minor in Art History (20 credits)**

ART 2000. Art History Survey (4)
 ART 3860. Contemporary Concepts in Art (4)

Select one course from:

GDS 2150. History of Graphic Design (4)
 ART 3850. History of Photography (4)

Select two courses from:

ART 1050. Fundamentals of Design (4)
 ART 1060. Drawing (4)
 ART 2030. Printmaking (4)
 ART 2080. Darkroom Photography I (4)
 ART 2090. Ceramics I (4)
 ART 3060. Life Drawing (4)
 ART 3090. Sculpture I (4)
 ART 3160. Painting I (4)
 ART 3680. Digital Photography (4)

Requirements for the Minor in Museum Studies (20 credits)Museum Studies Core (12 credits)

ART 1000. Introduction to Museum Studies (4)
 ART 2000. Art History Survey (4)
 NPL 1250. Nonprofit Organizations and the Voluntary Sector (4)

Art History Elective (4 credits)

ART 3850. History of Photography (4)
 ART 3860. Contemporary Concepts in Art (4)
 INT 3040. History of Interiors II: Classical Interpretation and Modern Experimentation.
 VMD 2235. History of Fashion (4)

Practicum or Internship (4 credits)

ART 4810-4815. Art Department Internship (4)
 ART 3997/4997. Practicum in Gallery Management and Art Curation (4)

Requirements for the Minor in Photography (20 credits)

ART 1050. Fundamentals of Design (4)
 ART 2080. Darkroom Photography I (4)
 ART 3680. Digital Photography (4)
 ART 3850. History of Photography (4)

Select one course from:

ART 3081. Documenting the Community through photography (4)
 ART 4080. Darkroom Photography II (4)

Note: While a course fee is attached to all Art and Graphic Design courses, these monies are for rudimentary supplies. Students may need to purchase additional supplies.



"I enjoy the one-on-one time I get with my art professors. They work closely with us on a wide variety of projects and help us learn to express ourselves."

– Alex Stanley

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Course Descriptions

ART 1000. Introduction to Museum Studies. This will explore the history of collecting and theories of museums as social institutions. Students will discuss the social, political, and economic context that shapes museums and the principle roles of the institution; collection, care, and preservation of objects, exhibits, analysis, education, and governance. Students will explore the manner in which museums interpret their collections, serve their audiences, respond to new technologies, and reconcile complex ethical issues surrounding the cultural implications of the work they do and the extent of its impact. *Prerequisite:* ART 2000. This course is offered in the spring semester. *Four credits.*

ART 1020. Ways of Seeing: Art Appreciation. This is an introductory course that provides an overview of the world of visual arts. It serves to enhance understanding and appreciation for a broad range of imagery, media, artists, movements, and periods in history. This course explores the relationship of art in social and cultural life and encourages students to develop judgment in art analysis and criticism. Students will have hands-on experience with some of the methods, materials and ways of working to better understand the creation of art. *Four credits.* [A]

ART 1021. The Camera Eye: Understanding Photography and Visual Language. This is an introductory course in photographic and art appreciation with an emphasis on the thematic study of key photographic works, movements, styles, concepts, and important practitioners of the medium. Students will explore the roles of the artist and the viewer as well as understand the visual concepts of form and content, style, iconography, and the elements and principles of design. Illustrated lectures and discussions appraise diverse overlapping functions of photographs within the context of the broader visual culture. *Four credits.* [A]

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

ART 1060. Drawing. This is a foundational drawing course from observation. It is an introduction to the structure and articulation of forms. Some or all of the media used that may be introduced are charcoal, pencil, conte crayon and wet media. The student will become familiar with fundamental

techniques and competent at rendering a convincing drawing based on the observation of the underlying structure of objects with an understanding of composition.

Four credits. [A]

ART 2000. Art History Survey. This course is a survey of the history of painting, sculpture and architecture from prehistory to the mid-20th century with an emphasis on Western Art. Art is discussed through the ideas of religion, politics, social and cultural context. Course material will be presented through lectures, assigned readings, online resources, and in-class discussions. *Four credits. [A]*

ART 2030. Printmaking. Introduces techniques in one or more of the traditional printmaking methods including etching, relief and monoprinting. Printmaking allows students to discover a new medium where drawing and design skills can be enhanced. A goal of acquiring precision with technique is combined with the spirit of experimentation to encourage the student to produce high quality imagery in several print editions. Important printmakers and their theories are discussed. Information on how digital imaging is used in 21st century printmaking is also addressed in terms of computer-generated designs. This course is offered in the fall semester. *Prerequisite: ART 1060. Four credits.*

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

ART 2080. Darkroom Photography I. This is an introduction to traditional darkroom techniques, camera controls, design skills and photography theories. The craftsmanship of darkroom procedures is emphasized with guided practice and ample time for independent work. Aside from lab work there are lectures, demonstrations, tests, critiques and essays. The role of film in the 21st century is addressed in conjunction with the latest research on photography. A 35mm SLR (single lens reflex) film camera with manual controls is required for the class. A list of supplies such as film and paper will be available before class begins. *This course is offered in the spring semester. Four credits. [A]*

ART 2090. Ceramics I. This is a basic course in ceramics with an emphasis in hand-built forms. The methods of This is a basic course in ceramics with an emphasis on thrown and hand-built forms. The methods of pinch, slab, coil, and

throwing will be used to familiarize the student with clay and clay building. Students will learn the language and terminology used in ceramics. Through various projects students will gain confidence with observational analysis; technical, interpretive, and inventive skills; self-expression; and personal interests. Group and individual critiques will be included in the course to increase awareness, questioning, and self-evaluation. Through research, students will demonstrate an awareness of the works of other ceramic artists both contemporary and historical.

Four credits. [A]

ART 2350. Three-Dimensional Design. This class focuses on the fundamentals of volume, mass, positive/negative space, texture, and the linear/planar attributes of three-dimensional forms in space. Students engage in hands-on exploration of these fundamentals through projects utilizing simple construction techniques and easily manipulated materials. In addition to these explorations, students will learn best practices for working within the studio environment both individually and in groups to address design issues while utilizing constructive critique techniques. Students will demonstrate personal development through drawing and planning by maintaining a sketch book during the course. Equipment, tool, and material safety is emphasized. *Prerequisite: ART 1050. This course is offered in the spring semester. Four credits.*

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

ART/GBS 2988. The Grand Tour in Italy: Drawing and Art, Learning from the Masters. This is designed as a May Term course that allows students to experience a range of specific works of art and architecture from various locations in Italy. They will then create art in response to these masterworks. Historically, young artists would train and hone their craft by visiting relevant sites in Italy as well as the rest of Europe as part of the Grand Tour and interpret the works they experience. This course will give the students the opportunity to confront many of the same pieces that were part of the Grand Tour in Italy and allow them to work onsite on a series of studio projects. Students will also be required to do research regarding the works of art encountered and will present their findings to their fellow classmates before arrival in Italy through a series of pre-trip sessions. Students will also attend a series of pre-trip sessions to be familiarized with art materials and art making as a part of their preparation for the May term experience. *This course is offered in the spring semester. Four credits. [SA, GS]*

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

Prerequisite: ART 1060. This course is offered in the fall semester of every other year. Four credits.

ART 3081. Documenting the Community Through Photography. This course will expose the student to the principles of documentary photography and research as well as historical references to past photographers and photo projects that have paved the way for creating images of a fast moving world. Through an in-depth look at the local community, the students will use a photojournalistic approach to creating an archive of imagery and individual portfolios that will serve as the foundation for a public showing of work. *A digital SLR or a 4/3 camera model are required for this course. The camera must have manual settings for ISO, shutter speeds and aperture. Prerequisite: Sophomore standing or above. Four credits. [SL]*

ART 3090. Sculpture I. Sculpture I is an in-depth study of form based on observation and concept. The course will focus on manipulative, additive/subtractive and ephemeral methods in a variety of media including paper, stone, and found object. Students will build perceptual ability and skills through studio assignments and develop a language of form in three-dimensional space. Students will research other historical and contemporary sculptors to help build and compliment their visual language. Group and individual critiques will be included in the course to increase awareness, questioning, and self-evaluation. *Prerequisite: ART 1060. This course is offered in the spring semester. Four credits.*

ART 3160. Painting I. This is an introduction to oil painting with an emphasis on obtaining a basic understanding of pictorial organization and critical dialogue. Basic techniques of monochromatic blocking in, mixing colors, blocking in the form with color and the proper application of oil paint are introduced. The use of color schemes will be explored by the student with the goal of understanding how these schemes work to create a convincing space and a sound composition. Students will also explore their artistic voice and personal expression through their paintings. *Prerequisite: ART 1060. This course is offered in the fall semester. Four credits.*

ART 3190. Ceramics II. Ceramics II develops technical throwing skills using the potter's wheel and will provide an opportunity for students to develop personal direction and voice. Form and design will be emphasized. Glazing and decorating techniques as well as combining thrown and

hand-built forms will be considered to further emphasize form and design. Students will increase awareness, questioning and self-evaluation through demos, group and individual critiques, and research of ceramic artists.

Prerequisite: ART 2090. This course is offered in the fall semester. Four credits.

ART 3680. Digital Photography. This course is an introduction to photographic digital imagery including the basic techniques of digital camera operation, image scanning devices and computer software editing. Throughout the course, technical skills and conceptual understanding will be major goals in the weekly hands-on assignments. Through lectures, presentations, reading, projects, discussions and portfolios students gain insight into contemporary theory and historical heritage of digital photography. *A digital SLR or a 4/3 camera model are required for this course. The camera must have manual settings for ISO, shutter speeds and aperture. Four credits. [A]*

ART 3850. History of Photography. History of Photography is a survey of the key events and photographers since the invention of photography in the 1830s. Students will gain an awareness of the monumental impact that photography has had worldwide and realize the universal language photography provides. *Prerequisite: ART 2000. This course is offered in the spring semester of every other year. Four credits. [A]*

ART 3860. Contemporary Concepts in Art. This course will examine the aesthetic and cultural shifts within contemporary art and their surrounding contexts by identifying major critical methodologies. Students will analyze defining characteristics of artistic production beginning in the 1960s and continuing into today, which include the break of art adhering to a specific modernist artistic canon, a rejection of purely traditional artistic mediums, new inspirations taken from popular culture, an expansion of non-Western influences, and an emphasis on social concerns over the purely aesthetic. Students will develop analytical approaches necessary in critiquing, writing about, and comprehending contemporary practices as well as a foundation of vocabulary and terms with which to speak about their observations when viewing and analyzing works of art and design. *Prerequisite: ART 2000. This course is offered in the fall semester. Four credits.*

ART/GBS 3880. Documentary Photography in Paris. Since the late 1700's Paris has been a city of social and artistic revolution. Generations of artists and designers have discovered new ways to express emotions, forms, and atmosphere as well as discontent. Untold artists and designers have found the "City of Light" to hold inspiration and energy to create what we now consider among the

most powerful works of art and design in existence. At the beginning of the 21st century, Paris still inspires artists and designers to explore the same concepts. This course will explore the “muse of place” in and around Paris that have sparked creativity since the early 1800s. Using a camera, students will retrace the steps of Atget, the photographer who documented Paris just before the World Wars, and find inspiration in the streetscapes. Students will visit contemporary photo and art galleries, as well as talk to Parisian artists to assess the heartbeat of the contemporary influence of art in Paris today. By channeling artists and designers from the past 150 years we will explore, create, and engage in a conversation about what it means to be inspired by location, bringing the energy to our own triad home through a photographic documentary project of High Point. *Four credits.* [GS]

ART 3997/4997. Practicum in Gallery Management and Art Curation. This is the capstone course for the Museum Studies Minor at High Point University. Students will apply their skills and knowledge to a major collaborative interdisciplinary project: the design of a museum exhibit. Students will identify objects around a related topic of interest or theme and formulate learning objectives. Over the course of the semester, students will collaborate to research, design, and build a museum exhibit on this theme. The exhibit will be mounted in the HPU Sechrest Gallery. The course will involve project definition, research, conceptual design, and fabricating the exhibit for public exhibition in April. *Prerequisites: ART 1000 and ART 2000. Four credits.*

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

ART 4080. Darkroom Photography II. This course emphasizes techniques for improving fine art printing and generating a personal vision. Students are introduced to several contemporary photography theories and required to define their own philosophy in a set of theme-based photographs. *Prerequisite: ART 2080. This course is offered in the spring semester. Four credits.*

ART 4090. Sculpture II. Sculpture II is a continuation of the in-depth study of form based on observation and concept. The course will focus on manipulative, additive, and subtractive methods in a variety of traditional media. As an exploration in new media, students will create ephemeral, conceptual, and performance based works. Students will build perceptual ability and skills through studio assignments and further develop their language of form in three-dimensional space. Group and individual critiques will be included in the course to increase awareness, questioning, and self-evaluation. *Prerequisite: ART 3090 and permission of department chair. This course is offered in the spring semester. Four credits.*

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

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

ART 4999. Senior Studio. Senior Studio is a capstone course in art where the student will create a finished portfolio of work. Faculty within the Art Department will take on a mentoring role to guide the student toward synthesizing their experiences in the major. In addition to a portfolio requirement, students will also gain skills in writing and presentation of their work. *Course must be taken during the senior year. This course is offered in the spring semester. Four credits.*

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

GDS 2100. Typography I. Typography is a study of the design and use of basic letterforms, layout, anatomy, typographic contrast, hierarchy of information, major type families and characteristics, and marking paragraphs. Emphasis will be placed on developing visual sensitivities and analyzing conceptual problems. Students will develop expressive typographic design and new and unique type fonts, experiencing graphic design by execution of typographic design solutions. *Prerequisite: ART 1050. This course is offered in the spring semester. Four credits.*

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

"My professors in the Art Department made me want to delve deeper into the different aspects of my creativity. I was pushed to learn and try new things and went well beyond my artistic comfort zone in my classes."

– Antoinette Robinson

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GDS 2550. Graphic Design Studio I. This course introduces the interaction of text and image and the fundamental components of graphic communication. Students will develop and hone skills in working with text and image as they create solutions to a series of design problems. Visual literacy will be increased through exposure to contemporary design issues and graphic design history. Students will be expected to expand their proficiency in all aspects of the design process, including the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. *Prerequisite: ART 2050. This course is offered in the fall semester. Four credits.*

GDS 3100. Typography II. This course continues the study and investigation of type and typographic grids and the critical role they play in graphic design. Through further investigation of the conventions of typography, letterforms and layout, the student will explore the power to guide perceptions and craft a message with typography. Emphasis will be placed on the design of the word, the line, the paragraph and the page, with concept and research based projects and practice, gradually increasing in scope and complexity up to the setting of pages of text with multiple levels of hierarchical meaning. *Prerequisite: GDS 2100. This course is offered in the fall semester. Four credits.*

GDS/MPE 3361. Motion Graphics. This course focuses on the theory and practice of motion graphic design. Students will learn to create effective, efficient, and dynamic motion graphics for use in motion pictures, broadcast media and the web. Class time will be divided between screenings, discussions, exercises and lab time. *Prerequisites: COM 2001 or ART 2050. Four credits.*

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

GDS 3650. Graphic Design Studio II. Further emphasis will be placed on the relationship between text and image through a series of design-based problems. Continued emphasis will be placed on the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. Students will also research and investigate opportunities in careers related to graphic design. *Prerequisite: ART 2550. This course is offered in the fall semester. Four credits.*

GDS 4999. Senior Studio. Senior Studio is a capstone course where the student will create a finished portfolio of work. Faculty within the Graphic Design department will take on a mentoring role to guide the student toward synthesizing their experiences in the major. In addition to a portfolio requirement, students will also gain skills in writing and presentation of their work. Course must be taken during the senior year. This course is offered in the spring semester. Four credits.



"There is not a single true work of art that has not in the end added to the inner freedom of each person who has known and loved it."

– Albert Camus

Department of Home Furnishings and Interior Design

Dr. Jane Nichols, *Chair*; Mr. Adrian Boggs; Ms. Kathryn Brandt; Dr. Victoria Brown; Mrs. Cathy Hillenbrand-Nowicki; Mr. Brandon Jones; Mr. John Linn; Ms. Emily Reynolds; Dr. John Turpin.

Programs of Study

- Fashion Merchandising Major (B.S.)
- Interior Design Major (B.S.)
- Fashion Merchandising Minor
- Furnishings and Product Marketing Minor
- Visual Merchandising Design Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Home Furnishings and Interior Design, students must complete one of the following:

B.S. in Fashion Merchandising

Major Requirements.....	62 credits
University Core Requirements.....	50 credits
Electives.....	16 credits
TOTAL.....	128 credits

B.S. in Interior Design

Major Requirements.....	72 credits
University Core Requirements.....	50 credits
Electives.....	6 credits
TOTAL.....	128 credits

Four credits of University Core Requirements are "embedded" within each major. Though these overlapping credits are reflected in the credit totals for both Major Requirements and University Core Requirements, they are not counted twice in the calculations of Elective and Total credits.

Criteria for Admissions and Retention

The Department of Home Furnishings and Interior Design has created three diagnostic courses for its two professional programs (INT/VMD) that introduce students to foundational history and theory (e.g., elements and principles of design), the design process, and the opportunity to apply this information in an entry-level studio that focuses on creative three-dimensional problem-solving. Upon

completion of these three courses (INT 1100, 1220, 1280), students must submit a portfolio of their work before being formally accepted into either major.

For Portfolio Review, students submit a portfolio of work that consists of selected projects from the freshman-level foundation courses. Faculty will evaluate the quality of the portfolio of work along with the student's professional behavior (attendance, work ethic, ability to accept constructive criticism) and overall GPA. The program does not have a quota and can accept all students that meet the department's standards. It is, however, unlikely that students will pass Portfolio Review if the student has a cumulative GPA below 2.5 or a grade of C- or below is received in either of the two foundational courses. Students must pass both courses to be eligible to apply for admission into the major. Students may retake the course and reapply at the end of that semester; however, students may not apply to the program more than twice.

After formal acceptance into the major, students must earn a grade of 'C' or higher in all required major-specific courses to advance in the program. To graduate with a B.S. in Interior Design or a B.S. in Visual Merchandising Design, students must have an overall GPA of 2.0 or higher per the university's requirements.

All design studio courses require the acquisition of specific materials and supplies. Students are expected to develop and maintain a reference library of texts, samples, and other necessary materials to complete course projects. Students are required to have a laptop by the beginning of their sophomore course work. Specifications are updated annually on the School of Art and Design website.

It is strongly recommended that students retain their textbooks to serve as valuable references in higher level courses and during their professional lives. Many of the texts may be used as references for portions of the NCIDQ exam.

Transfer Students: Since course titles and contents vary from institution to institution, placement and acceptance of credit for High Point University interior design courses are based on examination of student work to ensure that student knowledge, skill sets, and graphic communication abilities are commensurate with acceptable work in specific High Point University interior design courses. Students are required to have laptops once they begin 2000-level coursework in the major. Specifications may be found on the School of Art and Design website.

Fashion Merchandising Major

The goal of the Fashion Merchandising major is to prepare students to acquire entry-level positions in the fashion retail sector, including jobs in retail management, merchandising, and buying, en route to a career that could include merchandise allocation and planning, international sourcing, branding, and marketing within the fashion industry.

Student Learning Outcomes

Upon completing the Fashion Merchandising Program at High Point University, students will be able to:

1. Define problems as they relate to the discipline;
2. Gather and analyze relevant information and use critical thinking to evaluate issues;
3. Explore and generate creative and strategic solutions via a systematic and coordinated process;
4. Convey intent in a professional manner as appropriate to the audience;
5. Justify and defend solutions as they relate to relevant criteria derived from the problem or larger concepts that recognize best practices or innovation;
6. Discuss the many facets of fashion as it relates to the global environment as a broader entity of society in terms of providing symbolic meaning, a form of communication, jobs, physical protection, etc.;
7. Utilize life-skills to enhance productivity, flexibility, and collegiality.

Requirements for the B.S. in Fashion Merchandising (62 credits)

- ART 2050. Digital Art and Design (4)
 - FMD 1100. Introduction to Fashion Merchandising (4)
 - FMD 2100. Social Constructs in Fashion (4)
 - FMD 3650. Digital Merchandising in the Fashion Industry (4)
 - FMD/GBS 3800. Global Strategies in the Fashion Industry (4)
 - FMD 4300. Senior Capstone (4)
 - FMD 4811. Internship (4)
 - MKT 2110. Principles of Marketing (4)
 - MKT 3200. Consumer Behavior (4)
 - MKT 3180. Marketing Communication (4)
 - VMD 2235. History of Fashion and Merchandising (4)
 - VMD 2300. Materials and Textiles (4)
 - VMD 3100. Visual Merchandising Studio I (4)
 - VMD 3200. Special Topics Studio (4)
 - VMD 4100. Merchandise Planning and Control (2)
- One additional elective course in the major (4)



The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

Interior Design Major

The Bachelor of Science with a major in Interior Design is offered for those students wishing to enter the interior design profession. The program is accredited by CIDA and meets the education requirements for practicing designers applying to take the NCIDQ exam.

Student Learning Outcomes

The faculty has identified 6 programmatic goals essential for students to achieve the aforementioned outcome. They will demonstrate the ability to:

1. define problems as they relate to the field of Interior Design;
2. engage in pre-design investigations that demonstrate the ability to gather and analyze relevant information, evaluate issues, and set priorities;
2. explore and generate creative solutions via a systematic and coordinated design process that integrates functional and aesthetic concerns;
3. justify and defend design solutions as they relate to relevant criteria derived from the problem/program or larger concepts that recognize best practices or innovation (e.g., socio-economic, sustainability, global issues);
4. convey (written, graphic, oral) intent in a professional manner as appropriate to the audience;
5. utilize life-skills to enhance productivity, flexibility, adaptability and collegiality (presentation, leadership, time management, commitment, life-long learners, curious mind).

Requirements for the B.S. in Interior Design (72 credits)

ART 2000. Art History Survey (4)
INT 1100. Design and Society (3)
INT 1220. Design Communication I: Visual Ideation (3)
INT 1280. Studio I: Form and Space (4)
INT 2120. Design Communication II: Visual Abstractions (3)
INT 2140. History of Interiors I: Western Foundations (2)
INT 2180. Studio II: Plane and Pattern (4)
INT 2220. Design Communication III: Visual Presentation (3)
INT 2260. Building Technologies I: Construction Systems (2)
INT 2280. Studio III: The Human Interface (5)
INT 3040. History of Interiors II: Classical Interpretations and Modern Experimentation (4)
INT 3160. Building Technologies II: Materials, Finishes and Furnishings (2)
INT 3180. Studio IV: Programming (5)
INT/GBS 3240. Global Issues and the Built Environment (4)
INT 3285 **or** VMD 3200. Studio V: Special Topics (4)

INT 4120. Design Communication V: Building Information Modeling (3)

INT 4160. Building Technologies III: Building Systems (2)

INT 4180. Studio VI: Health, Safety and Welfare (5)

INT 4200. Professionalism and Business Practices (2)

INT 4220. Design Communication V: Construction Documents (3)

INT 4280. Studio VII: Capstone (5)

Other Departmental Minors

Requirements for the Minor in Furnishings & Product Marketing (20 credits)

FPM 2610. Furnishings/Product Fundamentals (2)

FPM 3620. Furnishings/Product Marketing (4)

FPM 3650. Furnishings/Product Merchandising (4)

MKT 3200. Consumer Behavior (4)

VMD 2300. Materials and Textiles (4)

VMD/FPD 3150. Branding, Licensing & Ownership (2)

Requirements for the Minor in Fashion Merchandising (22 credits)

FMD 1100. Introduction to Fashion Merchandising (4)

FMD 2100. Social Constructs in Fashion (4)

VMD 2235. History of Fashion & Visual Merchandising (4)

VMD 2300. Materials & Textiles (4)

VMD 4100. Merchandising Planning & Control (2)

FPM 3650. Product Merchandising (4) **or** MKT 3180. Marketing Communication (4)

**Visual Merchandising Design majors earning the FMD minor must take MKT 3180.*

Requirements for the Minor in Visual Merchandising Design (23 credits)

FPM 3650. Furnishings/Product Merchandising (4)

INT 1220. Design Communication I: Visual Ideation (3)

INT 1280. Studio I: Interior Form and Space (4)

INT 2120. Design Communication II: Visual Abstractions (3)

VMD 2300. Materials and Textiles (4)

VMD 3105. Studio IV: Visual Display Design (5)

Note: Students must pass INT 1220, 1280, 2120 and VMD 3105 with a C or higher in order to meet the prerequisites for subsequent classes and complete the minor.

Course Descriptions

FMD 1100. Introduction to Fashion Merchandising.

This course is an introduction to the fashion industry, focusing on the industry structure, from concept to consumer. The interaction of the consumer with apparel, retail, and associated industries is also examined, as are career opportunities. Basic retail principles will be explored, with an emphasis on fashion retailing and fashion-driven consumer goods. *Four credits.*

FMD 2100. Social Constructs of Fashion. This course is an interdisciplinary study of the social psychology of clothing, the impact and influence of culture on clothing, and consumer behavior theories and applications relevant to the fashion industry. People's interactions with clothing is the main focus of this course. Students will gain an understanding of the social and psychological processes related to the meanings that people assign to clothing when perceiving one another. The interaction of clothing with the individual and society, specifically for non-Western cultures will also be examined. How and why consumers make specific purchase decisions will be explored, as will principles and strategic implications of consumer behaviors for apparel and related industries. *Four credits.*

FMD 3650. Digital Merchandising in the Fashion Industry. This course familiarizes students with merchandising theory, major concepts and the realities of putting together a cohesive product assortment and presenting it effectively to a targeted group of customers with regard to pricing, assorting, styling, and timing. Students will also be exposed to contemporary technologies utilized in the fashion industry, particularly with regard to e-commerce technologies and merchandising on digital platforms. The concepts of branding, licensing, brand management and ownership rights, as applied to the fashion industry will also be explored. *Prerequisite: Junior standing. Four credits.*

FMD/GBS 3800. Global Strategies in the Fashion Industry. This course provides an in-depth investigation of global business trends as they relate specifically to the apparel and textile complex. Sourcing strategies for apparel and related consumer products will be explored, as will global platforms, business and cultural environments, and trade transactions used in conducting business in the international marketplace. Trade policies, as they relate to the fashion industry, will be examined, and students will gain an understanding of contemporary issues in the global marketplace, such as corporate social responsibility and sustainability in the fashion industry. *Four credits.*

FMD 4300. Senior Capstone. In this course, students will study contemporary issues related to the fashion and retail industries. Students will apply knowledge and skills to solve real world industry problems by developing the concept for an original retail experience. *Prerequisites: FMD 3650, FMD 3800, VMD 3100, and VMD 4100. This course is offered in the spring semester. Four credits.*

FPM 2610. Furnishings/Product Fundamentals.

Introduction to interior furnishings involving extensive exposure to terminology, quality levels, materials and various types of manufacturing. Furnishings are explored from the raw material state all the way to the finished product as it exists in its place of ultimate use. Involves extensive use of field trips. *Offered spring semester only. Two credits.*

FPM 3620. Furnishings/Product Marketing. A basic course in how furnishings are marketed in the interior furnishings industry. All marketing functions will be explored through both the standpoint of the manufacturer and retailer. Particular emphasis will be given to marketing products within the industry involving wholesale markets, independent sales representatives and a variety of retail outlets. Both residential and public building furnishings will be covered. *Offered fall semester only. Prerequisite: FPM 2610. Four credits.*

FPM 3650. Furnishings/Product Merchandising. This course familiarizes students with merchandising theory, major concepts and the realities of putting together a cohesive product assortment and presenting it effectively to a targeted group of customers with regard to pricing, assorting, styling, and timing. Students will also be exposed to global sourcing and vendor relationships. *Offered spring semester only. Four credits.*

INT 1100. Design and Society. This course introduces students to the profession of interior design as one of many disciplines in a global community with a specific purpose. Students will be introduced to the language of design in its local and global context, the responsibilities of the interior designer, contemporary issues affecting the profession, and the various ways in which interior design can contribute to contemporary society. *Three credits.*

INT 1220. Design Communication I: Visual Ideation. This course introduces students to the concept of design thinking and its relationship to the act of sketching. Students are introduced to the design process and how it is integral to solving problems in a four-dimensional environment. Design thinking and drawing embraces the

"There is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium and it will be lost."

– Martha Graham

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paradox of producing clear and complete representations of design ideas that are simultaneously open to improvement and change. Design thinking, while exploratory, is also objective and intentional, and ideational design drawings convey quantitative accuracy, as it is imagined to be experienced in the qualities of a particular interior environment. *Three credits.*

INT 1280. Studio I: Interior Form and Space. This is the first of seven required studio courses. Students will become familiar with the studio culture and the role of self-, peer-, and outside criticism. This class focuses on the exploration of interior form and space through the manipulation of the elements and principles of design. Students will learn to evaluate and communicate theories and concepts of interior spatial definition and organization to validate the ordering system. *Four credits.*

INT 2120. Design Communication II: Visual Abstractions. This course explores the use of hand drafting, and the computer as a means for graphic design communication for scaled two-dimensional representation of interior spaces. This course will include the introduction of the drawing concept of orthographic projections as efficient methods to produce accurate, scaled, and succinct two-dimensional drawings that represent three-dimensional objects. The primary purpose of technical drawings is to describe a to-be-built environment, and to precisely instruct others of the intended outcome. Methods of graphic communication will include freehand and mechanical drawing, as well as computer software drawing with AutoCAD. Offered fall semester only. *Prerequisites: INT 1100, INT 1220, and INT 1280. Three credits.*

INT 2140. History of Interiors I: Western Foundations. This survey course is an overview of architecture, interiors, furnishings and art from 3000 BCE through the Rococo period, focusing on developments in Western Europe; providing the student with a social and historical survey of architectural forms, decorative interior treatments, furnishings and fine art. Offered fall semester only. *Two credits.*

INT 2180. Studio II: Plane and Pattern. This course focuses on the identification and solving of two-dimensional design problems. Plane and pattern (the surface and the treatment) are explored as integral parts of the built environment and the methods by which designers can manipulate them. Offered fall semester only. *Prerequisites: INT 1100, INT 1220, and INT 1280. Four credits.*

INT 2220. Design Communication III: Visual Presentation. This course explores the use of models, sketching, hand drafting, and the computer as a means for graphic design communication for three-dimensional visualization of interior spaces. Offered spring semester only. *Prerequisites: INT 2120 and INT 2180. Three credits.*

INT 2260. Building Technologies I: Construction Systems. This course introduces the constraints and possibilities of design solutions as affected by the architectural envelope, particularly its construction. Students will become familiar with structural and non-structural systems as well as sustainable building methods and laws, codes, and standards impacting fire and life safety. Offered spring semester only. *Prerequisite: INT 2120 and INT 2180. Two credits.*

INT 2280. Studio III: The Human Interface. This studio introduces the critical element of the human being when designing interior spaces. Students will explore the many facets of the human condition (physical, psychological, social & cultural) as applied to the design process while solving small scale problems. Offered spring semester only. *Prerequisites: INT 2120 and INT 2180. Five credits.*



INT/VMD/FPM 3000. NIP Practicum. This practicum is a directed work-study experience that immerses the student in the furnishings and design industry under the supervision of an employer representative and departmental faculty. Student, employer, and faculty advisor will agree upon a Scope of Work Contract, which must outline Goals, Activities, Journal-Log and Practicum Deliverable (Digital Portfolio, Presentation or Summary Paper). Contract must be pre-approved by Department Chair prior to the start of coursework. Practicum will require a minimum of 45 supervised contact-work hours for each earned credit hour. *Prerequisites:* INT 1100, INT 1220, INT 1280, INT 2120, INT 2140, and INT 2180 or permission of the Chair. *Sophomore standing or higher. One or two credits.*

INT 3040. History of Interiors II: Classical Interpretations and Modern Experimentation. An overview of architecture, interiors and furnishings and fine art from the Renaissance through 20th century Modernism; providing the student with a social and historical survey of architectural forms, decorative interior treatments, furnishings and art. *Offered Fall only beginning 2019.*

INT 3160. Building Technologies II: Materials, Finishes & Furnishings. This course will build upon information disseminated in INT 2260 Building Technologies I, discussing materials, finishes, fixtures, and furnishing as they are selected, applied, and used within the architectural envelope, and how they relate to building structure. Offered fall semester only. *Prerequisites:* INT 2260 and INT 2280. *Two credits.*

INT 3180. Studio IV: Programming. This course is an advanced 3rd level interior design studio requiring the student to employ learning and skills acquired from 1st and 2nd year lectures and studios, focusing on mixed use design. Concentrations concern human factors and the built environment, solving complex design problems with creativity and ideation, and identifying and employing sustainable design practices. Special emphasis will be placed on sourcing, specifying, pricing, and presenting FF & E as related to the project. *Offered fall semester only. Prerequisites:* INT 2220, INT 2260, and INT 2280. *Five credits.*

INT/GBS 3240. Global Issues and the Built Environment. A cross-cultural study of the built environment in a global context. Students will investigate cultures other than their own. Special consideration will be given to the problems of housing the world's population and to building responsibly in a time of changing cultural patterns and increasingly limited natural resources. *Four credits. [GS, SL]*

INT 3285. Studio V: Special Topics. This special topics studio gives students the ability to engage design opportunities outside of the prescribed program of study. Students may choose from elective studios being offered by the department or university or take the opportunity to study design abroad. Students may also choose to complete a studio-based internship with faculty advisor and department chair approval. *Offered fall semester only. Prerequisites:* INT 3160 and INT 3180 **or** VMD 3105. *Four credits.*





INT/VMD 3500. A Tale of 3 Cities: Retail Design & Merchandising in NY, London, & Paris. This course provides students the opportunity to explore the retail and fashion industries on an international scale. Topics covered in this course include a history of retailing, consumer behavior, global business customs, store layout and design considerations, and merchandising strategies. *Prerequisites:* Junior standing and status as a VMD major or minor, INT major, or FMD minor. FMD minors must provide a letter of reference from a faculty member in the Department of Interior Design and Home Furnishings and have completed following courses: FMD 1100, FMD 2100, VMD 2235, and VMD 2300. Four credits.

INT 4120. Design Communication V: Building Information Modeling. A studio course exploring the use of current computer software as a means for graphic design communication using Building Information Modeling (BIM) to produce scaled three-dimensional interior drawings with attributes. Emphasis is placed on the comprehensive use of skill sets developed in previous coursework, and to develop additional skill sets related to design drawings conveying objects of volume in three-dimensional space. *Offered fall semester only. Prerequisites:* INT 3160 and INT 3285 **or** VMD 3200. Three credits.

INT 4160. Building Technologies III: Building Systems. This course will build upon information disseminated in INT 2260 and INT 3160 (Building Technologies I and II) with specific emphasis on understanding and designing interior spaces utilizing advanced building systems components such as lighting, electrical, HVAC, and fire and life safety. *Offered fall semester only. Prerequisites:* INT 2260, INT 3160, and INT 3285 **or** VMD 3200. Two credits.

INT 4180. Studio VI: Health, Safety and Welfare. This studio course focuses on the programming, schematic, and design development stages of a comprehensive project with particular emphasis on technological and systems interface between the architectural envelope, systems, furnishings and equipment. *Offered fall semester only. Prerequisites:* INT 3160, INT 3180, and INT 3285 **or** VMD 3200. Five Credits.

INT 4200. Professionalism and Business Practices. An in-depth study of the profession of Interior Design, including the current state of the profession, legislative issues, professional goals, legal responsibilities, ethical issues, and design contracts (including contract administration and project management). This course provides an introduction to business practices and procedures in the field of interior design and the methods necessary for their implementation. *Offered spring semester only. Prerequisite:* INT 3180. Two credits.

INT 4220. Design Communication V: Construction Documents. This is an advanced studio course in which producing a full set of contracts and working drawings to understand both the functional and aesthetic solutions for non-residential environments are required. These solutions will conclude with the understanding and application of accessibility guidelines, building codes, materials and products. *Offered spring semester only. Prerequisites:* INT 4120, INT 4160, and INT 4180. Three credits.

INT 4285. Studio VII: Capstone. The capstone studio requires students to apply all previously learned interior design knowledge and skill to a complex, multi-functional project. The project will culminate with a formal presentation and show. *Offered spring semester only. Prerequisites:* INT 4120, INT 4160, and INT 4180. Five credits.

INT 4444. Independent Study. Individual study and research under the guidance of a member of the department. Admission by permission of the chair. *One to four credits.*

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

VMD 2235. History of Fashion and Visual Merchandising. This course focuses on elements affecting dress, fashion, and visual merchandising from antiquity through the 20th century. Fashion is examined for influences of society, aesthetics, geography, religion, politics, and technology. Explore relationship between dress and textiles as a reflection of material culture. The history of product placement in regards to consumer behavior will be explored, as will technologies, designs, and the evolution of visual merchandising as a profession. *Offered spring semester only. Four credits.*

VMD 2300. Materials and Textiles. This course is an investigation of materials and textiles related to material culture and consumer motivation. Through a series of examinations students gain a technical awareness of a broad range of materials and textiles, and consider their application to the design development processes of visual merchandising. Students will address their performance requirements, appropriate applications, and merchandising/retailing decisions that impact visual design and consumer behavior. *Offered spring semester only. Four credits.*

VMD 3105. Studio IV: Visual Display Design. The studio will demonstrate the theoretical foundation and practical design application of visual merchandising and display in small interior spaces, windows, and vignettes. Principles of merchandising, consumer behavior and visual display are applied to small built environments. An introduction to display lighting is embedded in the studio content. *Offered fall semester only. Prerequisite: VMD 2300. Five credits.*

VMD 3150. Branding, Licensing & Ownership. This course provides an overview of branding, licensing, pricing, product and line development, brand merchandising, brand management, and copyright or ownership rights, as applied to furnishings, interior products and fashion industries. *Offered fall semester only. Prerequisite: Junior Standing. Two credits.*

VMD 3200. Special Topics. This special topics studio gives students the ability to engage design opportunities outside of the prescribed program of study. Students may choose from elective studios being offered by the department or university or take the opportunity to study design abroad. Students may also choose to complete a studio-based internship with faculty advisor and department chair approval. *Offered spring semester only. Prerequisites: VMD 3105 or INT 3160 and INT 3180. Four credits.*

VMD 4100. Merchandise Planning and Control. This lecture course is a survey overview of the typical business practices of industries that employ and /or interface with visual merchandisers/store designers on a daily basis, and exposes the student to a variety of expected skills necessary for successful visual merchandising practice. *Offered fall semester only. Prerequisite: Junior standing. Open only to VMD majors and minors and FMD minors. Two credits.*

VMD 4205. Studio VI: Temporal Design. Visual merchandising design strategies for temporary and mobile design settings are applied in this studio. The studio highlights point-of-purchase displays, kiosks, pop-up shops, mobile displays, trunk shows, traveling exhibits, booths, showrooms, and special events. The temporal characteristics of lighting as dynamic, dramatic and transitional display elements are confronted in the contextual framework of power supply, lighting budget and mobility. *Offered fall semester only. Prerequisites: VMD 3105, and VMD 3200/INT 3285. Five credits.*

VMD 4305. Studio VII: Retail Design. This studio builds on information and skills learned in previous studios, addressing visual merchandising design applications in retail design settings. Studio emphasizes merchandising floor plans, plan-ograms, and design for multi-product (soft goods and hard) lines, in mid to large sized built environments. Store planning strategy and retail business interactions will be integrated with design applications. A variety of functional, energy-efficient, ambient and spot lighting strategies are addressed. *Offered spring semester only. List of prerequisites: VMD 2300, VMD 3105, VMD 3200/INT 3285, and VMD 4205. Five credits.*



University - Welcome to the Plato S. Wilson School of Commerce

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The programs of the Earl N. Phillips School of Business are formulated to prepare students for the rapidly changing business world. Because of our fortunate position in the heart of the Piedmont Triad, students in the Earl. N. Phillips School of Business have ample opportunities to learn about and work for many national and global companies that call the Piedmont home, including:

- AT&T
- Bank of America
- BB&T
- Daimler Buses of North America
- DHG
- FedEx
- Gilbarco Veeder-Root
- Hanesbrands
- Honda Aircraft Company
- KPMG
- Laboratory Corp of America
- Lincoln Financial Group
- Mack Trucks
- Old Dominion Freight Lines
- Polo Ralph Lauren Corporation
- PwC
- Replacements Limited
- Sara Lee Corp
- Sealy Corporation
- Smith Leonard
- The Volvo Group
- Thomasville Furniture
- TE Connectivity
- United HealthGroup
- UPS
- Valspar Group
- XPO Logistics

Our vibrant and diverse business community offers many opportunities for internships, guest speakers, field trips, and experiential learning. The School of Business Advisory Board is a strong partner providing feedback on our programs and generating opportunities for both our programs and students.

The results of all these relationships are “real-world,” hands-on learning experiences for our students. The faculty members of the Earl N. Phillips School of Business are focused on student success. Whether a faculty member is teaching, tutoring, advising, consulting, or researching, the goal is to increase the value of our students. We realize that our mission is directly tied to the success of our students and alumni. The faculty and staff of the Earl N. Phillips School of Business stand ready to assist you as you pursue your career.



A handwritten signature in black ink that reads "James B. Wehrley". The signature is fluid and cursive, with a long horizontal flourish at the end.

James B. Wehrley, Ph.D.
Dean of the Earl N. Phillips School of Business

THE EARL N. PHILLIPS SCHOOL OF BUSINESS

Dr. James Wehrley, *Dean*; Mr. George Noxon, *Chair, Department of Accounting and Finance*; Dr. Dave Tofaneli, *Chair, Department of Management and Entrepreneurship*; Dr. Daniel Hall, *Chair, Department of Economics*; Mr. Laurence Quinn, *Chair, Department of Marketing and Sales and Director of the Professional Selling Program*; Dr. Rhonda Butler, *Director of the M.B.A. Program*; Ms. Kathryn Elliott, *Director of the Center for Entrepreneurship*; Ms. Bridget Holcombe, *Director of PSB Career Education*; Dr. Michael McCully, *Director of International Business*; Ms. Lillian Watson, *Director of Business Communications*; Mr. Randy Moser, *Assistant Director of the Professional Selling Program*; Mr. Mark Michael, *Assistant Director of the Professional Selling Program*; Dr. Oliver Stoutner, *Director of Business Fellows*; Dr. Larry Carter; Mr. Scott Davis; Dr. Paul Forshey; Dr. Gerald Fox; Dr. Cynthia Hanson; Dr. Robert Hirth; Mr. Thomas James; Mr. Troy Knauss; Dr. Jo Lacy; Dr. Steven Lifland; Dr. David Little; Dr. Ross Roberts; Dr. Suryadipta Roy; Dr. Miguel Sahagun; Dr. Peter Summers; Dr. Premalata Sundaram; Dr. James Tucker; Dr. Marlon Winters.

Vision

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

Mission

To prepare our students to become tomorrow's business professionals.

Values

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

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

The Earl N. Phillips School of Business offers majors in accounting, business administration, entrepreneurship, international business, marketing, and sales (with or without a concentration in furniture industry). In addition, the School offers minors in accounting, business administration, economics, entrepreneurship, finance, global commerce, marketing, and sales.

Important Registration Notes

For students enrolled in the major programs offered through the Earl N. Phillips School of Business, at least 50 percent of traditional business credits must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, and MKT.

Department of Accounting and Finance

Mr. George Noxon, *Chair*; Mr. Scott Davis; Mr. Thomas James; Dr. Jo Lacy; Dr. Steven Lifland; Dr. Ross Roberts; Dr. Premalata Sundaram; Dr. James Tucker; Dr. James Wehrley, *Dean, School of Business*.

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

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

Programs of Study

- Accounting Major (B.S.B.A.)
- Finance Major (B.S.B.A.)
- Accounting Minor
- Finance Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Accounting and Finance, students must complete one of the following:

B.S.B.A. in Accounting

Major Requirements.....	78-86 credits
University Core Requirements	50 credits
Electives.....	8 credits
TOTAL.....	128 credits

B.S.B.A. in Finance

Major Requirements.....	69 credits
University Core Requirements	50 credits
Electives.....	17 credits
TOTAL.....	128 credits

Note: At least 8 credits of University Core Requirements are "embedded" within each major. Though these overlapping credits are reflected in the credit totals for both Major Requirements and University Core Requirements, they are not counted twice in the calculations of Elective and Total credits.

Accounting Major

The B.S.B.A. in Accounting is offered to those students who seek preparation to become professional accountants.

The degree provides students with the technical and analytical foundation of the discipline of accountancy. Students establish qualifications for careers with public accounting firms, financial institutions, commercial and industrial businesses, government agencies, not-for-profit institutions and other organizations.

Each student is encouraged, but not required, to complete a work internship equivalent to at least two and one-half months of full-time work at approximately the mid-point in course work. The School of Business assists in securing internships and credit may be earned for this internship. See "Requirements for B.S.B.A. in Accounting" for ACC 4090/ACC 4815

Student Learning Outcomes

Upon completing the Accounting Program at High Point University, students will be:

1. proficient at the preparation of financial statements.
2. proficient in working with the Internal Revenue Code.
3. proficient in producing and using accounting information for decision making.



Requirements for the B.S.B.A. in Accounting (78-86 credits)

- ACC 2010. Financial Accounting (4)
- ACC 2050. Accounting Research Methods (2)
- ACC 3000. Accounting Information Systems (4)
- ACC 3010. Intermediate Accounting I (4)
- ACC 3020. Intermediate Accounting II (4)
- ACC 3040. Cost Accounting (4)
- ACC 4020. Auditing (4)
- ACC 4030. Taxation (4)
- ACC 4040. Advanced Taxation (4)
- ACC 4050. Mergers and Acquisitions (4)
- ACC 4090. Accounting Issues (4) **or** ACC 4815. Student Internship (12)*
- BUA 3050. Business Law (4)
- ECO 2030. Principles of Macroeconomics (4)
- ECO 2050. Principles of Microeconomics (4)
- FIN 3010. Financial Management (4)
- MGT 2220. Principles of Management and Organizational Behavior (4)
- MGT 3280. Operations and Supply Chain Management (4)
- MKT 2110. Principles of Marketing (4)
- MTH 1310. Applied Mathematical Concepts for Business (4) **or** MTH 1410. Calculus I (4)
- STS 2610. Business Statistics and Analysis (4) **or** STS 2910. Introduction to Statistical Analysis with SAS Applications (4)

* With approval by Chair of Accounting and Finance

1. At least 50% of traditional business credit hours in this major must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, and MKT.
2. Students are encouraged also to consider internships, undergraduate research, or independent study in business, beyond the standard requirements.

Requirements for the Minor in Accounting (22 credits)

- ACC 2010. Financial Accounting (4)
- ACC 2050. Accounting Research Methods (2)
- ACC 3000. Accounting Information Systems (4)
- ACC 3010. Intermediate Accounting I (4)
- ACC 3020. Intermediate Accounting II (4)
- ACC 3040. Cost Accounting (4)

Finance Major

The finance major equips the student with qualitative and quantitative skills needed to measure, analyze and evaluate the value and performance of financial assets in multiple asset classes like equity, fixed income and real estate. Students learn to apply this knowledge in real-world financial decision making in the field of personal wealth management, corporate finance and investment research. Integrated into the finance major are several experiential learning opportunities through national certification programs, such as Bloomberg and Investnet Institute, the CFA Program, and internships. This integrated approach to the major will prepare the students for careers in finance and/or graduate study.

Student Learning Outcomes

Upon completing the Finance Program at High Point University, students will be:

1. proficient in the analysis of financial statements.
2. proficient in forecasting cash flows as well as using time value techniques, working capital management, and capital budgeting.
3. proficient in techniques used in asset valuation and allocation.

Requirements for the B.S.B.A. in Finance (69 credits)

ACC 2010. Financial Accounting (4)
ACC 2020. Managerial Accounting (4)
BUA 2000. Business Career Boot Camp (1)
BUA 2990. Business Communications and Professional Development (4)
ECO 2030. Principles of Macroeconomics (4)
ECO 2050. Principles of Microeconomics (4)
FIN 3010. Financial Management (4)
FIN 3015. Corporate Finance (4)
FIN 4030. Financial Modeling (4)
MGT 2220. Principles of Management and Organizational Behavior (4)
MGT 3280. Operations and Supply Chain Management (4)
MKT 2110. Principles of Marketing (4)
MTH 1310. Applied Mathematical Concepts for Business. (4) **or** MTH 1410. Calculus (4)
STS 2610. Business Statistics and Analysis (4) **or** STS 2910. Introduction to Statistical Analysis with SAS Applications (4)

Plus four additional finance related courses selected from the following:

ECO 4150. Econometrics (4)
FIN 3020. Investment Analysis (4)
FIN 3025. Fixed Income Analysis (4)
FIN 3030. Real Estate Investment Analysis (4)
FIN 3035. Financial Derivatives (4)
MTH 3110. Mathematics of Finance (4)*

Requirements for the Minor in Finance (20 credits)

ACC 2010. Financial Accounting (4)
FIN 3010. Financial Management (4)
FIN 3015. Corporate Finance (4)

Choose two courses from the following:

ECO 4150. Econometrics (4)
FIN 3020. Investment Analysis (4)
FIN 3025. Fixed Income Analysis (4)
FIN 3030. Real Estate Investment Analysis (4)
FIN 3035. Financial Derivatives (4)
FIN 4030. Financial Modeling (4)
MTH 3110. Mathematics of Finance (4)*

* MTH 3110 has a prerequisite of MTH 1420 Calculus II.

1. At least 50% of traditional business credit hours in this major must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, and MKT.
2. Students are encouraged also to consider internships, undergraduate research, or independent study in business, beyond the standard requirements.



Department of Economics

Dr. Daniel Hall, *Chair*; Dr. Michael McCully, *Director, International Business*; Dr. Gerald Fox; Dr. Suryadipta Roy; Dr. Peter Summers.

Programs of Study

- International Business Major (B.S.B.A.)
- Economics Minor
- Global Commerce Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Economics, students must complete the following:

B.S.B.A. in International Business

Major Requirements.....	78-80 credits
University Core Requirements	50 credits
Electives	6-7 credits
TOTAL.....	128 credits

Note: At least 8 credits of University Core Requirements are "embedded" within each major. Though these overlapping credits are reflected in the credit totals for both Major Requirements and University Core Requirements, they are not counted twice in the calculations of Elective and Total credits.

International Business Major

Competitiveness in today's business environment often requires executives and managers to think and act globally. The international business major prepares students to succeed in entry level positions within firms selling or operating internationally, or in domestic firms which compete with imports or have a culturally-diverse customer base. Conducted in cooperation with the Department of World Languages, Literatures, and Cultures, the program prepares the student culturally and professionally for this rapidly expanding field of employment.

In order to accomplish this goal, students in the international business major become proficient in the use of French, Chinese, Italian, or Spanish through an extensive exposure to the foreign language. Additionally, students are exposed to a broad range of issues which emphasize



cultural differences as well as similarities. Majors will be prepared for employment in positions requiring significant foreign travel, which is encouraged during the student's career, as well.

The School of Business and Department of World Languages, Literatures, and Cultures faculty support student involvement in cross-cultural experiences. Students are encouraged to study in foreign cultural environments through numerous student exchange programs, summer travel abroad programs, and the Junior Year Abroad program. Selected students are encouraged to apply for foreign study grants through supporting organizations, adding significant study experience as well as breadth of perspective to their collegiate experience.

Student Learning Outcomes

Upon completing the International Business Program at High Point University, students will:

1. be effective communicators (oral and written).
2. have a fundamental understanding of the core knowledge relevant to the international business environment.
3. have in-depth knowledge of the differences in global business cultures.
4. be effective written communicators in Chinese, French, Italian, or Spanish.
5. be effective oral communicators in Chinese, French, Italian, or Spanish.

Requirements for the B.S.B.A. in International Business (78-80 credits)

(The credit hour total for this major is reduced by 8 hours for students who place at or above the FRE 2130 or SPN 2130 level.)

- ACC 2010. Financial Accounting (4)
- ACC 2020. Managerial Accounting (4)
- BUA 2000. Business Career Boot Camp (1)
- BUA 2990. Business Communications and Professional Development (4)
- BUA 2991. International Business Communications (1)
- ECO 2030. Principles of Macroeconomics (4)
- ECO 2050. Principles of Microeconomics (4)
- FIN 3010. Financial Management (4)
- MGT 2220. Principles of Management and Organizational Behavior (4)
- MGT 3280. Operations and Supply Chain Management (4)
- MKT 2110. Principles of Marketing (4)
- MTH 1310. Applied Mathematical Concepts for Business. (4) **or** MTH 1410. Calculus (4)
- STS 2610. Business Statistics and Analysis (4) **or** STS 2910. Introduction to Statistical Analysis with SAS Applications (4)

Take these international business courses:

- ECO/GBS 4430. Comparative Economics (4)
- MKT 3750. International Marketing (4) **or** MKT/GBS 3850. Marketing in Spain (4)*

AND choose one more international course from:

- BUA/GBS 3100. Global Business (4)*
- ECO/GBS 3460. International Economics (4)
- MGT 4050. Global Logistics (4)

OR

A different pre-approved international business course abroad (4)

* BUA/GBS 3100 and MKT/GBS 3850 are part of the study abroad program.

AND

Take 1 of the following language tracks:

Chinese track for the major in International Business (21 credits)

- CHI 1013. Chinese Calligraphy and Phonetics (1)
- CHI 2010. Intermediate Chinese I (4)
- CHI 2020. Intermediate Chinese II (4)
- CHI 2050. Oral Communication (4)
- CHI 2080. Grammar and Composition (4)

CHI 3180. Chinese for Business (4)

The Chinese track is not designed for native speakers of Chinese. For a functionally equivalent option, it is recommended that native speakers of Chinese choose another language track or the business administration major with a global commerce minor.

OR

French track for the major in International Business (22 credits)‡

- FRE 2010. Intermediate French I (4)
- FRE 2020. Intermediate French II (4)
- FRE 2130. Readings in French (4)
- FRE 2140. Intermediate Grammar Review (2)
- FRE 3030. Culture and Civilization of France (4) **or** FRE 3040. France Today (4)
- FRE 3180. Business French (4)

Native speakers of French should usually take the Civilization and Business language courses, and 8 more credits in French (for example literature courses). Please consult with the World Languages Department.

OR

Italian track for the major in International Business (20 credits)

- ITA 2010. Intermediate Italian I (4)
- ITA 2020. Intermediate Italian II (4)
- ITA 2040. Conversation (4) **or** ITA 2050. Reading and Composition (4)
- ITA/GBS 3030. Italian Culture and Civilization (4)
- ITA 3180. Business Italian (4)

The Italian track is not designed for native speakers of Italian. For a functionally equivalent option, it is recommended that they choose another language track or the business administration major with a global commerce minor.

OR

Spanish track for the major in International Business (22 credits)†

- SPN 2010. Intermediate Spanish I (4) **or** SPN 2011. Spanish for International Service (4) **or** SPN 2015. Spanish for Law Enforcement (4)
- SPN 2020. Intermediate Spanish II (4)
- SPN 2130. Hispanic Cultures: Intermediate Reading and Conversation (4)
- SPN 2140. Spanish Grammar Review (2)
- SPN 3050. Hispanic World Today (4) **or** SPN 3930. Cultures and Civilizations of Spain (4)* **or** SPN/GBS 3940. Spanish-American Culture and Civilization (4)*
- SPN 3180. Business Spanish (4)

Native speakers of Spanish should probably take Business Spanish and a Civilization course and 8 more credits in Spanish (for example, literature courses). Please consult with the World Languages Department.

‡ The credit hour total for this major track is reduced by 8 for students who place at or above the FRE 2130 level.

† The credit hour total for this major track is reduced by 8 for students who place at or above the SPN 2130 level.

* All SPN courses in this category have prerequisites of SPN 2130 with a grade of C or higher, and SPN 2140. The courses SPN 3930 and SPN/GBS 3940 have additional prerequisites of junior standing, and 1 previous 3000-level Spanish course.

Important Notes

- At least 50% of traditional business credit hours in this major must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, and MKT.
- Students are encouraged also to consider internships, undergraduate research, or independent study in business, beyond the standard requirements.
- It is recommended that students take PSC/INR 2710 and a world religion course as part of their general education courses.

Requirements for the Minor in Economics (20 credits)

ECO 2030. Principles of Macroeconomics (4)

Choose one course from the following list:

ECO 2050. Principles of Microeconomics (4)

ECO 2070. Economics for Engineers (4)

Choose one course from the following list:

ECO 3030. Intermediate Macroeconomics (4)

ECO 3035. Long-Run Economic Growth (4)

ECO 3050. Intermediate Microeconomics (4)

Choose two additional courses (not selected above):

ECO 3030. Intermediate Macroeconomics (4)

ECO 3035. Long-Run Economic Growth (4)

ECO 3050. Intermediate Microeconomics (4)

ECO 3220. Labor Economics (4)

ECO 3310. Money and Banking (4)

ECO 3400. Free Enterprise and Capitalism (4)

ECO 3410. Environmental Economics (4)

ECO/GBS 3460. International Economics (4)

ECO 4150. Econometrics (4)

ECO/GBS 4430. Comparative Economics (4)

Requirements for the Minor in Global Commerce (20 credits)

ECO 2030. Principles of Macroeconomics (4)

Choose four courses from the following list:

BUA/GBS 3100. Global Business (4)

ECO 3035. Long-Run Economic Growth (4)

ECO/GBS 3460. International Economics (4)

ECO/GBS 4430. Comparative Economics (4)

MGT 4050. Global Logistics (4)*

MKT 3750. International Marketing (4) **or** MKT/GBS 3850. Marketing in Spain (4)**

PSC/INR 2710. International Relations (4)

One different pre-approved study-abroad course in international business (4)

*MGT 2220 and MGT 3280 are prerequisites for MGT 4050.

**MKT 2110 is a prerequisite for MKT 3750 and MKT/GBS 3850.

Note: BUA/GBS 3100 and MKT/GBS 3850 are part of the study abroad program.

Mathematical Economics

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



Department of Management and Entrepreneurship

Dr. Dave Tofanelli, *Chair*; Dr. Rhonda Butler, *Director of the M.B.A. Program*; Ms. Kathryn Elliott, *Director, Center for Entrepreneurship*; Dr. Oliver Stoutner, *Director of the Business Fellows Program*; Dr. Paul Forshey; Dr. Robert Hirth; Mr. Troy Knauss; Dr. David Little.

Programs of Study

- Business Administration Major (B.S.B.A.)
- Entrepreneurship Major (B.S.B.A.)
- Business Administration Minor
- Entrepreneurship Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Management and Entrepreneurship, students must complete one of the following:

B.S.B.A. in Business Administration

Major Requirements	69 credits
University Core Requirements	50 credits
Electives	17 credits
TOTAL	128 credits

B.S.B.A. in Entrepreneurship

Major Requirements	73 credits
University Core Requirements	50 credits
Electives	13 credits
TOTAL	128 credits

Note: At least 8 credits of University Core Requirements are "embedded" within each major. Though these overlapping credits are reflected in the credit totals for both Major Requirements and University Core Requirements, they are not counted twice in the calculations of Elective and Total credits.

Business Administration Major

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

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

Student Learning Outcomes

Upon completing the Business Administration Program at High Point University, students will be:

1. effective communicators (oral and written).
2. able to demonstrate a fundamental understanding of economic, accounting, and finance theories relevant to business decisions.
3. able to demonstrate a fundamental understanding of leadership theory relevant to business decisions.
4. able to demonstrate a fundamental understanding of operations theory relevant to business decisions.
5. able to demonstrate a fundamental understanding of global issues relevant to business decisions.
6. able to demonstrate a fundamental understanding of marketing theory relevant to business decisions.

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

- ACC 2010. Financial Accounting (4)
- ACC 2020. Managerial Accounting (4)
- BUA 2000. Business Career Boot Camp (1)
- BUA 2990. Business Communications and Professional Development (4)
- ECO 2030. Principles of Macroeconomics (4)
- ECO 2050. Principles of Microeconomics (4)
- FIN 3010. Financial Management (4)
- MGT 2220. Principles of Management and Organizational Behavior (4)
- MGT 3220. Leadership (4)
- MGT 3280. Operations and Supply Chain Management (4)
- MGT 4990. Strategic Management (4)
- MKT 2110. Principles of Marketing (4)
- MTH 1310. Applied Mathematical Concepts for Business (4) **or** MTH 1410. Calculus I (4)
- STS 2610. Business Statistics and Analysis (4) **or** STS 2910. Introduction to Statistical Analysis with SAS Applications (4)

Choose one course from the following:

- BUA/GBS 3100. Global Business (4)*
- ECO/GBS 3460. International Economics (4)
- ECO/GBS 4430. Comparative Economics (4)
- MKT 3750. International Marketing (4)
- MKT/GBS 3850. Marketing in Spain (4)*

*Part of the study abroad program.

AND

Choose additional courses that sum to 12 additional school of business credits, excluding BUA 1000, BUA 1100, BUA 2100, BUA 3000, and FIN 2010. The 12 credits may include STS 3410; CSC 1210; CSC 3212. At least 8 of the 12 credits must be at the 3000-level or above.

1. At least 50% of traditional business credit hours in this major must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, and MKT.
2. Students are encouraged also to consider internships, undergraduate research, or independent study in business, beyond the standard requirements. An internship does not count towards the major.

Requirements for the Minor in Business Administration (20 credits)

ACC 2010. Financial Accounting (4)

ECO 2030. Principles of Macroeconomics (4) **or** ECO 2050. Principles of Microeconomics (4)

FIN 3010. Financial Management (4)

MGT 2220. Principles of Management and Organizational Behavior (4)

MKT 2110. Principles of Marketing (4)

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

Entrepreneurship Major

The entrepreneurship major is intended for students who are interested in starting or purchasing a business, or who are considering working in a family-owned business upon graduation.

Student Learning Outcomes

Upon completing the Entrepreneurship program at High Point University, students will:

1. effectively determine the feasibility of their business plans.
2. obtain the knowledge and required proficiency in the development and writing of a business plan.
3. learn how to identify a business opportunity.
4. conduct a feasibility analysis.

Requirements for the B.S.B.A. in Entrepreneurship (73 credits)

ACC 2010. Financial Accounting (4)

ACC 2020. Managerial Accounting (4)

BUA 2000. Business Career Boot Camp (1)

BUA 2990. Business Communications and Professional Development (4)

ECO 2030. Principles of Macroeconomics (4)

ECO 2050. Principles of Microeconomics (4)

FIN 3010. Financial Management (4)

MGT 2220. Principles of Management and Organizational Behavior (4)

MGT 3280. Operations and Supply Chain Management (4)

MGT 4990. Strategic Management (4)

MKT 2110. Principles of Marketing (4)

MTH 1310. Applied Mathematical Concepts for Business (4) **or** MTH 1410. Calculus I (4)

STS 2610. Business Statistics and Analysis (4) **or** STS 2910. Introduction to Statistical Analysis with SAS Applications (4)

Choose one course from the following:

BUA/GBS 3100. Global Business (4)*

ECO/GBS 3460. International Economics (4)

ECO/GBS 4430. Comparative Economics (4)

MKT 3750. International Marketing (4)

MKT/GBS 3850. Marketing in Spain (4)*

**Part of the study abroad program.*

AND

ENT 2900. Ideation and Creativity (4)

ENT 3023. Business Modeling and Feasibility (4)

ENT 3400. Venture Funding (4)

ENT 4990. Strategic Entrepreneurship Management (4)

AND at least 8 credits from the following:

ENT 2810. Dilemmas and Debates in Entrepreneurship (2)

ENT 3010. Business Plan Laboratory (2)

ENT 3050. Business Law for Entrepreneurs (4)

ENT 3510. Corporate Entrepreneurship (4)

ENT 4220. Social Entrepreneurship (4)

ENT 4263. Entrepreneurial Marketing (4)

ENT 4444. Independent Study (2 to 6)

MGT 3300. Innovation Management (4)

1. At least 50% of traditional business credit hours in this major must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, and MKT.

- Students are encouraged also to consider internships, undergraduate research, or independent study in business, beyond the standard requirements.

Requirements for the Minor in Entrepreneurship (20 credits)

Required Core Courses (12 credits)

- ENT 2900. Ideation and Creativity (4)
- ENT 3023. Business Modeling and Feasibility (4)
- ENT 3400. Venture Funding (4)

Electives (8 credits)

Select at least 8 credits from the following list:

- Any other ENT course(s) offered in the Undergraduate Bulletin (4-8)
- BUA-3050. Business Law (4)
- MGT-2200. Principles of Management and Organizational Behavior (4)
- MGT-3220. Leadership (4)
- MGT-3280. Operations and Supply Chain Management (4)
- MGT-3300. Innovation Management (4)
- MGT-4990. Strategic Management (4)



Department of Marketing and Sales

Mr. Laurence Quinn, *Chair and Director of the Professional Selling Program*; Ms. Lillian Watson, *Director of Business Communications*; Mr. Randy Moser, *Assistant Director of the Professional Selling Program*; Ms. Bridget Holcombe, *Director of PSB Career Education*; Dr. Larry Carter; Dr. Cynthia Hanson; Mr. Mark Michael; Dr. Miguel Sahagun.

Programs of Study

- Marketing Major (B.S.B.A.)
- Sales Major—with or without a concentration in Furniture Industry (B.S.B.A.)
- Marketing Minor
- Sales Minor
- Social Media Marketing Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Marketing and Sales, students must complete one of the following:

B.S.B.A. in Marketing

Major Requirements.....	69 credits
University Core Requirements.....	50 credits
Electives.....	17 credits
TOTAL.....	128 credits

B.S.B.A. in Sales

Major Requirements.....	69 credits
University Core Requirements.....	50 credits
Electives.....	17 credits
TOTAL.....	128 credits

B.S.B.A. in Sales (Furniture Industry Concentration)

Major Requirements.....	69 credits
University Core Requirements.....	50 credits
Electives.....	17 credits
TOTAL.....	128 credits

Students may not double-major in Marketing and Sales.

Note: At least 8 credits of University Core Requirements are "embedded" within each major. Though these overlapping credits are reflected in the credit totals for both Major Requirements and University Core Requirements, they are not counted twice in the calculations of Elective and Total credits.

Marketing Major

Organizations in manufacturing, banking, securities trading, technology, charity, government, the media, healthcare, education, and politics all market their products. As a marketing major at High Point University's Phillips School of Business, the student will learn how to create messages that move products — no matter what they are. The student will study the how and the why of business success through economics, finance, statistics, and mathematics. The student will study distribution, pricing, and preparation of goods and services. The student will develop the communications tools needed to understand and reach people through traditional and social media. Every student in the program will master the professional selling skills necessary for building long-lasting customer relationships based on listening, trust, and value.

Student Learning Outcomes

Upon completion of the Marketing program at High Point University, students will be able to:

1. create an appropriate marketing program for a consumer, business, or not-for-profit organization.
2. demonstrate oral and written communication skills appropriate for a marketing professional.
3. demonstrate knowledge of marketing principles, professional selling techniques, and international marketing issues and strategies.
4. demonstrate knowledge of the core terms and concepts of the foundational business disciplines: accounting, economics, management, and finance.

Requirements for the B.S.B.A. in Marketing (69 credits)

ACC 2010. Financial Accounting (4)
 ACC 2020. Managerial Accounting (4)
 BUA 2000. Business Career Boot Camp (1)
 BUA 2990. Business Communications and Professional Development (4)
 ECO 2030. Principles of Macroeconomics (4)
 ECO 2050. Principles of Microeconomics (4)
 FIN 3010. Financial Management (4)
 MGT 2220. Principles of Management and Organizational Behavior (4)
 MGT 3280. Operations and Supply Chain Management (4)
 MKT 2110. Principles of Marketing (4)
 MKT 3600. Sales in Dynamic Environments (4)
 MKT 4400. Marketing Management (4)
 MTH 1310. Applied Mathematical Concepts for Business (4) **or**
 MTH 1410. Calculus I (4)

STS 2610. Business Statistics and Analysis (4) **or** STS 2910. Introduction to Statistical Analysis with SAS Applications (4)

Choose one of the following:

MKT 3750. International Marketing (4)
 MKT/GBS 3850. Marketing in Spain (4)*

* *Part of the study abroad program.*

Choose three courses from the following:

MKT 3180. Marketing Communications (4)
 MKT 3200. Consumer Behavior (4)
 MKT 3300. Marketing Research (4)
 MKT 3680. Negotiations (4)
 MKT 4100. Social Media Marketing (4)

1. At least 50% of traditional business credit hours in this major must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, and MKT.
2. Students are encouraged also to consider internships, undergraduate research, or independent study in business, beyond the standard requirements.

Sales Major

The major in sales focuses on preparing students to work for some of the most exclusive companies with long term career potential. As a sales major, the student will have access to the state-of-the-art Harris Sales Education Center in Cottrell Hall, where he/she will learn how to create deep and mutual trust through empathetic listening, product expertise, and customized presentation skills. The student will gradually build confidence with practice experiences in class; in recorded role-play exercises; and in front of peers, professors, and visiting hiring managers. The student will cultivate the critical knowledge and core competencies needed in a competitive, complex, and dynamic marketplace. Completion of courses in the sales process, negotiation, and sales leadership will help students learn to perfect their business skills.

Student Learning Outcomes

Upon completion of the Sales program at High Point University, students will be able to:

1. understand the marketing concept and consultative method of determining needs;
2. understand how to gain a clear and complete understanding using active listening;

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

3. be competent in probing to reveal a prospect's needs.
4. be competent in presenting/closing a clear, concise sales call.
5. complete a Career Prospecting Project to work towards internships and/or future employment upon graduation.

Requirements for the B.S.B.A. in Sales (69 credits)

ACC 2010. Financial Accounting (4)
ACC 2020. Managerial Accounting (4)
BUA 2000. Business Career Boot Camp (1)
BUA 2990. Business Communications and Professional Development (4)
ECO 2030. Principles of Macroeconomics (4)
ECO 2050. Principles of Microeconomics (4)
FIN 3010. Financial Management (4)
MGT 2220. Principles of Management and Organizational Behavior (4)
MGT 3280. Operations and Supply Chain Management (4)
MKT 2110. Principles of Marketing (4)
MKT 3600. Sales in Dynamic Environments (4)
MKT 3680. Negotiations (4)
MKT 3750. International Marketing (4) **or** MKT 3850. Marketing in Spain (4)*
MKT 4370. Sales Leadership (4)
MKT 4500. Retail Selling (4)
MTH 1310. Applied Mathematical Concepts for Business (4) **or** MTH 1410. Calculus I (4)
STS 2610. Business Statistics and Analysis (4) **or** STS 2910. Introduction to Statistical Analysis with SAS Applications (4)

* Part of the study abroad program.

Plus one additional marketing course selected from the following (4):

- MKT 3180. Marketing Communications (4)
MKT 3200. Consumer Behavior (4)
MKT 4100. Social Media Marketing Strategy (4)
MKT 4400. Marketing Management (4)
1. At least 50% of traditional business credit hours in this major must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, and MKT.
 2. Students are encouraged also to consider internships, undergraduate research, or independent study in business, beyond the standard requirements.

Sales Major — Furniture Industry Concentration

The major in sales with a concentration in the furniture industry focuses on preparing students to succeed in one of the world's most important industries with exceptional global growth potential. As a major in this unique and exciting program at High Point University's Phillips School of Business, the student will learn how to design, plan, strategize, sell, and manage for success in the furniture industry.

Student Learning Outcomes

Upon completion of the Sales program with a Concentration in the Furniture Industry at High Point University, students will be able to:

1. explain the unique aspects of design, marketing, and sales in the furniture industry.
2. prepare concepts and execute successful furniture showroom designs.
3. appreciate the complexities of fabrics, materials, and textures in furniture design and function.
4. understand and give insight into the successful operation of a business in the furniture marketplace.
5. create a professional selling strategy.
6. confidently present a customized needs-based solution.
7. establish and grow a value-based relationship in either B2B or retail sales environments;
8. understand the value and the many techniques for restoring and maintaining self-motivation, courage, and confidence in the face of rejection.

Requirements for the B.S.B.A. in Sales with a Concentration in Furniture Industry (69 credits)

ACC 2010. Financial Accounting (4)
ACC 2020. Managerial Accounting (4)
BUA 2000. Business Career Boot Camp (1)
BUA 2990. Business Communications and Professional Development (4)
ECO 2030. Principles of Macroeconomics (4)
ECO 2050. Principles of Microeconomics (4)
FIN 3010. Financial Management (4)
FPM 2610. Furnishings/Product Fundamentals (2)
FPM 3650. Furnishings/Product Merchandising (4)
MGT 2220. Principles of Management and Organizational Behavior (4)
MGT 3280. Operations and Supply Chain Management (4)

- MKT 2110. Principles of Marketing (4)
- MKT 3600. Sales in Dynamic Environments (4)
- MKT 3680. Negotiations (4) **or** MKT 4500. Retail Selling (4)
- MKT 4370. Sales Leadership (4)
- MTH 1310. Applied Mathematical Concepts for Business. (4) **or** MTH 1410. Calculus I (4)
- STS 2610. Business Statistics and Analysis (4) **or** STS 2910. Introduction to Statistical Analysis with SAS Applications (4)

Choose one of the following:

- MKT 3750. International Marketing (4)
- MKT/GBS 3850. Marketing in Spain (4)*

* Part of the study abroad program.

1. At least 50% of traditional business credit hours in this major must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, and MKT.
2. Students are encouraged also to consider internships, undergraduate research, or independent study in business, beyond the standard requirements.

Requirements for the Minor in Marketing (20 credits)

- MKT 2110. Principles of Marketing (4)
- MKT 4400. Marketing Management (4)*

Choose three courses from the following:

- MKT 3180. Marketing Communications (4)
- MKT 3200. Consumer Behavior (4)

- MKT 3300. Marketing Research (4)
- MKT 3600. Sales in Dynamic Environments (4)
- MKT 3750. International Marketing (4) **or** MKT/GBS 3850. Marketing in Spain (4)**
- MKT 4100. Social Media Marketing Strategy (4)
- MKT 2881/3881/4881. Special Topics (4)

*MKT 4400 has prerequisites of MKT 2110 and two other MKT courses.

**MKT/GBS 3850 is part of the study abroad program.

Requirements for the Minor in Sales (20 credits)

- MKT 2110. Principles of Marketing (4)
- MKT 3600. Sales in Dynamic Environments (4)

Choose three courses from the following:

- BUA 2990. Business Communications and Professional Development (4)
- MKT 3680. Negotiations (4)
- MKT 4370. Sales Leadership (4)
- MKT 4500. Retail Selling (4)

Requirements for the Minor in Social Media Marketing (20 credits)

- COM 1113. Graphic Software Packages (2)
- MKT 2110. Principles of Marketing (4) or
- STC 2225. Foundations of Strategic Communication (4)
- MKT 4100. Social Media Marketing Strategy (4)
- STC 2260. Agency Practicum (2)
- STC 3345. Social Media (4)
- STC 4545. Applied Social Media (4)



Course Descriptions

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

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

ACC 2050. Accounting Research Methods. This course provides an introduction to the professional accounting research process for financial accounting. Experiential learning is accomplished through the use of an online accounting research database to locate authoritative accounting literature. Also, practice in issue identification, reading and analyzing primary sources, using common secondary sources, and communication of results is provided. *Prerequisite: ACC 2010. Course is offered in the spring. Two credits.*

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

ACC 3000. Accounting Information Systems. This course is designed to provide a deeper understanding of the accounting cycle and how it interacts with technology in a business environment. Emphasis is placed on the use and knowledge of Enterprise Resource Planning Systems and their role in the recording and communicating of accounting data. There is a hands-on approach involved where students use technology in a simulated business experience. *Prerequisite: ACC 2010. Course is offered in the spring. Four credits.*

ACC 3010. Intermediate Accounting I. This course is the gate-way for the in-depth study of generally accepted accounting principles and their theoretical basis including the process by which accounting standards are created. Also, students explore the elements and proper presentation of the income statement and the balance sheet. Discussion about and correct application of techniques used in accounting for short term financial assets and inventories is also offered. *Prerequisites: ACC 2010 and ACC 3000. Course is offered in the fall. Four credits.*

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

ACC 3040. Cost Accounting. Internal accounting and reporting of organizations, emphasizing the use of accounting information used by management and other decision makers within the organization. The course focuses on the ways accounting information helps managers as they plan, develop control procedures, and make decisions for their organizations. *Prerequisites: ACC 2010 and ACC 3000. Course is offered in the fall. Four credits.*

ACC/EXP 3300. VITA Basic. An experiential learning course that will prepare and enable students to participate in the Volunteer Income Tax Assistance (VITA) program sponsored and administered by The City of High Point Department of Community Development in partnership with the Internal Revenue Service (IRS). The VITA program provides free tax return preparation assistance for low to moderate income individuals (as defined by IRS guidelines). Students will receive instruction in the preparation and filing of basic tax returns for individuals and the IRS code of preparer ethics. Successful completion of the IRS's certification exam for basic returns will qualify a student to work at VITA sites run by The City of High Point Department of Community Development. *Course is offered in the spring. Two credits.*

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

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

ACC 4040. Advanced Taxation. Study of the federal income tax system that emphasizes the theories, procedures and rationale associated with the taxation of corporations. Experiential learning is accomplished through the completion of a series of exam questions taken from past professional licensure exams such as the CPA exam and the IRS Enrolled Agent exam. *Prerequisite:* ACC 4030. *Course is offered in the spring. Four credits.*

ACC 4050. Mergers and Acquisitions. In-depth study of accounting theory, generally accepted accounting principles, and techniques involved in consolidated business entities. *Prerequisite:* ACC 3020. *Course is offered in the fall. Four credits.*

ACC 4090. Accounting Issues. Capstone course covering current accounting issues, not-for-profit accounting, administrative aspects of the CPA exam, and integration of all parts of the accounting and general business curriculum. *Prerequisites:* ACC 3020 and ACC 4020. *Course is offered in the spring. Four credits.*

ACC 4101. Literacy – Content Area: AUD. Elective course that provides a deeper and more comprehensive study of professional standards in the content area of auditing. Students will use the knowledge gained in prerequisite course work to develop a more robust understanding of all areas associated with current auditing theory and practice. *Prerequisite:* ACC 4020 or permission of instructor. *One credit.*

ACC 4102. Literacy in the Content Area: BEC. Elective course that provides a deeper and more comprehensive study of professional standards in the content area of business environment and concepts. Students will use the knowledge gained in prerequisite course work to develop a more robust understanding of all areas associated with current business environment theory and practice. *Prerequisite:* ACC 3040 or permission of instructor. *One credit.*

ACC/EXP 4300. VITA Advanced. An experiential learning course that will prepare and enable students to participate in the Volunteer Income Tax Assistance (VITA) program sponsored and administered by The City of High Point Department of Community Development in partnership with the Internal Revenue Service (IRS). The VITA program provides free tax return preparation assistance for low to moderate income individuals (as defined by IRS guidelines). Students will receive instruction in the preparation and filing of advanced tax returns for individuals and the IRS code of preparer ethics. Successful completion of the IRS's certification exam for basic returns will qualify a student to work at VITA sites run by The City of High Point-Department of

Community Development. *Prerequisite:* ACC/EXP 3300 or permission of instructor. *Course is offered in the spring. Two credits.*

ACC 4444. Independent Study. Admission by permission of the Chair of Accounting and Finance to undertake an assignment planned in advance. *One to four credits.*

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

BUA 1000. Introduction to Business Careers. This course provides an introduction to potential business careers. Career planning and development will also be covered. Topics will include the business school curriculum and how to be successful in the Phillips School of Business and in your career. The course will include panel discussions, guest speakers, alumni, faculty, career services personnel, and/or students. *Prerequisites:* Freshman or permission of instructor. *Graded pass/fail. One credit.*

BUA 1100. Introduction to Excel. This is an introductory Excel course that focuses on foundational Excel functions and processes. *Graded pass/fail. Two credits.*

BUA 2000. Business Career Boot Camp. This is an intensive eight-week course designed to introduce students to the foundations of business while providing the tools needed for career exploration. *Prerequisite:* sophomore standing or permission of instructor. *For business school majors only. Course is offered in the fall and is graded pass/fail. One credit.*

BUA 2100. Excel-Based Business Analysis. This is an Excel course that focuses on business analysis. Introductory and advanced Excel functions are utilized. Presentation of data and use of data to solve business problems is emphasized. *Prerequisites:* BUA 1100 or permission of instructor. *Two credits.*

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

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

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BUA 2991. International Business Communication. A course designed to enhance skills in international business communication. Students will be introduced to a theoretical model for analysis of cultural variables which affect international business/professional interaction. *Prerequisites:* *Sophomore standing and declared international business major; or sophomore standing and permission of instructor. One credit*

BUA 3000. Developing Your Business Career Plan. This is an intensive 8 week course designed to prepare juniors or seniors to conduct a successful internship or job search. *Prerequisite:* *Junior standing. For business school majors only Graded pass/fail. One credit.*

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

BUA/GBS 3100. Global Business. This study-abroad course is an introduction to globalization and its effects on business operations around the world focusing on the varied economic, political, and legal environments in different countries. Emphasis is on identifying the unique business risks, challenges, and opportunities that companies face while competing in a global marketplace. *Prerequisite:* *Sophomore standing. Four credits. [GS, SA]*

BUA 4444. Independent Study. Admission by permission of the Chair of Management and Entrepreneurship to undertake an assignment planned in advance. *One to four credits.*

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

ECO 2030. Principles of Macroeconomics. This course addresses the subjects of demand and supply, free enterprise and capitalism, GDP and the business cycle, unemployment, inflation, fiscal and monetary policy, banking, international trade and finance, and other related topics. The course helps students understand current economic problems and policy debates. *Four credits. [S]*

ECO 2050. Principles of Microeconomics. This course covers theories of consumer and producer behavior, including demand and supply, elasticity, and consumer utility theory. Introduction to pure competition, monopoly, and other market structures in which businesses operate. Discussion of issues such as mergers and antitrust policy, regulation, cost-benefit theory, externalities and public goods, resource markets, poverty and income inequality, and other applied microeconomic issues. *Four credits. [S]*

ECO 2070. Economics for Engineers. Introduction to economics for students pursuing careers in engineering and other science and mathematical fields. Standard economic principles are introduced and tied to the engineering profession. Students will evaluate economic investment alternatives and economic management of projects from problem identification, to proposed solution, to completion. Evaluation of these alternatives will involve and develop social and quantitative economic reasoning skills. Using quantitative economic reasoning, comparisons of alternatives involving future benefits and costs are made while accounting for the complexities other financial goals, inflation, taxation, depreciation, and other economic events external to the organization. Using social economic reasoning, the individual and collective human behavior of the organization pursuing each alternative must be considered, policy must be evaluated to understand the legal/regulatory environment, and other social and ethical issues are examined to understand the private and social impacts of each alternative. *Prerequisite:* *MTH 1310 or higher level and permission of the instructor. Four credits. [S]*

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

ECO 3030. Intermediate Macroeconomics. A more in-depth study of economic growth and the business cycle. Analyzes competing macroeconomic theories. Explores monetary and fiscal policies, and their effectiveness in targeting unemployment and inflation, in closed and open economies. This course requires extensive use of mathematics and graph modeling. *Prerequisites:* *ECO 2030 and ECO 2050. Course is offered in the fall. Four credits.*

ECO 3035. Economic Growth. A study of standards of living and rates of economic growth in the long run (decades, generations, or centuries). Why are some nations (such as the U.S., Germany, and Australia) so wealthy and others (like Somalia and Haiti) so poor? Some nations that were among the poorest in the world fifty years ago (Japan and South Korea) are now some of the wealthiest. What did they do to make that happen, and can their experience be replicated elsewhere? Students will study the economic theories that have been proposed to answer these and similar questions. They will also analyze the evidence for these theories using appropriate analytical tools such as data visualization and basic statistics. *Prerequisite:* *ECO 2030 or permission of the instructor. Four credits.*

ECO 3050. Intermediate Microeconomics. A more in-depth study of how individual agents interact, in an environment of ever-changing prices. Topics may include utility models, market structures, dealing with risk and uncertainty, and the government regulatory environment. This course

This course requires extensive use of mathematics and graph modeling. *Prerequisites: MTH 1310 or MTH 1410, ECO 2030, and ECO 2050. Course is offered in the spring. Four credits.*

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

ECO 3310. Money and Banking. A study of money, credit, and banking, with emphasis on the Federal Reserve System and current trends in monetary control. Students will gain a better understanding of the banking environment and bank managers' strategies. *Prerequisites: ECO 2030 and ECO 2050. Course is offered in the spring. Four credits.*

ECO 3400. Free Enterprise and Capitalism. An analysis of the merits and ethical foundations of free enterprise and capitalism. The principles of free enterprise will be applied to a variety of historical and current issues ranging from business regulation and labor markets to health care, economic development in the Third World, and the environment. *Prerequisites: ECO 2030 and ECO 2050. Course is offered in the spring. Four credits.*

ECO 3410. Environmental Economics. An economic analysis of issues involving environmental problems, management, and policies. Topics include resource scarcity and allocation, externalities, public goods, the tragedy of the commons and property rights. Regulatory versus market approaches as solutions to environmental problems will be examined and applied to current environmental policy issues. *Prerequisites: ECO 2030 or ECO 2050. Course is offered in alternate even-numbered years in the fall. Four credits.*

ECO/GBS 3460. International Economics. An overview of international trade and finance. Students will learn comparative advantage theories, and practical lessons for exporting. Other topics will include national trade barriers and the WTO, trade deficits, exchange rates, and the debate about trade's impact on labor and the natural environment. *Prerequisite: ECO 2030 and junior standing or permission of instructor. Four credits. [GS]*

ECO 4150. Econometrics. This course studies the application of quantitative methods to economic issues. Topics covered include simple and multiple linear regression, model testing and diagnostics, qualitative

choice models, panel data, and models of volatility. Emphasis is placed on understanding and effectively communicating model results. *Prerequisites: ECO 2030 or higher and STS 2020 or higher. Course is offered in the fall. Four credits.*

ECO/GBS 4430. Comparative Economics. A comparison of capitalism and socialism, both in theory and practice. Students will gain an understanding of the economies and ways of doing business of the United States, Japan, Germany/EU, Russia, China, Mexico, and other representative countries. *Prerequisite: ECO 2030 and senior standing. Course is offered in the fall. Four credits. [GS]*

ECO 4444. Independent Study. Admission by permission of the Chair of Economics to undertake an assignment planned in advance. *One to four credits.*

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

ENT 2810. Dilemmas and Debates in Entrepreneurship. This course explores the different dilemmas entrepreneurs may encounter during business start-up. Each week will focus on a particular dilemma, such as 'the dilemma of partners,' 'the dilemma of starting a business out of school versus waiting,' 'the dilemma of debt versus equity,' and various ethical dilemmas. Students will engage closely with entrepreneurs in examining these issues. *Two credits.*

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

ENT 2900. Ideation and Creativity. This course provides exposure to opportunity recognition, ideation and creative problem-solving in entrepreneurship. It examines the types and sources of entrepreneurial opportunities and how to enhance one's ability to recognize opportunities. It explores the role of creativity throughout the entrepreneurship process, and how to understand and improve one's creative abilities. The course discusses the various contexts in which creativity can take place, such as in the start-up of new ventures, within a corporate setting, or within a family business. Creativity is approached as something that is measurable and can be enhanced. Students are required to discover multiple opportunities and practice creative problem-solving throughout the semester. *Four credits.*

ENT 3010. Business Plan Laboratory. This course is a hands-on laboratory for students who want to walk through the process of putting together a high-quality business plan. The purpose, logic, and audiences for a business plan are examined. Students learn how to critique an existing plan, and they are introduced to practical research tools and analytical approaches useful in working through the individual sections of their own business plans. *Two credits.*

ENT 3023. Business Modeling and Feasibility. This course requires students to recognize an entrepreneurial opportunity, which has the potential to sustain the creation of a new venture, and develop an innovative business concept to exploit the opportunity. Throughout the semester, students will work to determine the feasibility of their idea and opportunity, such as conducting market and industry analyses and using other tools to evaluate the economic viability of the business. *Prerequisite: Junior standing. Four credits.*

ENT 3050. Business Law for Entrepreneurs. This course provides awareness and a basic understanding of the legal issues frequently encountered by entrepreneurs. This course specifically examines issues surrounding the structuring, financing, and operations of a small business. Topics covered will include business formation, ownership structuring, issuing securities, intellectual property, employment law, contracts, bankruptcy, as well as issues related to owning and operating a family business. While the goal of this course is not to provide students with technical legal skills, it will familiarize them with the rights and responsibilities of business ownership and enhance their ability to make sound decisions as entrepreneurs. *Four credits.*

ENT 3400. Venture Funding. Students will learn the art and science of managing the flow of funds within their particular entrepreneurial ventures. Students will review the basic economic factors affecting small business and the impact those factors can have on start-up ventures and small businesses. Financial statements are analyzed with emphasis on working capital management and inventory control, as these are both critical to small business success. Budgets, cash flow management and the importance of the time value of money are stressed. Additionally, as entrepreneurs often operate within resource-constrained environments, the course will cover the various principles and approaches entrepreneurs may use to succeed despite the lack of sufficient available resources. *Prerequisite: Junior standing. Four credits.*

ENT 3510. Corporate Entrepreneurship. An examination of entrepreneurship inside larger companies, including family businesses, this course explores obstacles to entrepreneurial behavior inside established firms and the reasons these obstacles exist. Entrepreneurship is approached as a source of sustainable competitive advantage in companies. The course assesses how firms can become faster, more flexible, more aggressive and more innovative in order to obtain and maintain a competitive edge. Students conduct an entrepreneurial audit of a mid-sized or large company. *Prerequisite: ENT 3023 (can be concurrent). Four credits.*

ENT 4220. Social Entrepreneurship. Social entrepreneurs are entrepreneurs who work for the social or public benefit, rather than simply to generate a financial profit. Social enterprises are mission-driven organizations that trade in goods and/or services for some defined social purpose. This course will provide an introduction to the field of study of social entrepreneurship, how to develop a “social” mindset, and discuss best practices of starting and growing successful mission-driven ventures. *Pre- or Corequisite: ENT 3023 (can be concurrent). Four credits.*

ENT 4263. Entrepreneurial Marketing. This course looks at both the role of marketing in entrepreneurial ventures and the role of entrepreneurial thinking in marketing efforts of a firm. It examines the need for marketers to be revolutionaries and agents of change, with particular focus on leading rather than just following customers, innovation within the marketing mix, guerrilla thinking, and the creation of a community of customers. *Pre- or Corequisite: ENT 3023 (can be concurrent). Four credits.*

ENT 4444. Independent Study. This course is centered on experiential learning in the field. Students work on consulting projects, technology commercialization initiatives, entrepreneurial audits, and feasibility studies in high-growth ventures or in the process of launching their own ventures. *Prerequisite: ENT 3023. Two to six credits.*

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

ENT 4990. Strategic Entrepreneurship Management. The central focus concerns the role of strategic thinking in an entrepreneurial context. Strong emphasis is placed on coordination of efforts across the different functional areas of a business to create competitive advantage in the marketplace. Attention is devoted to how an entrepreneurial perspective can be applied to any kind of organization, whether start-up ventures, family businesses, or established firms. Students must develop a business plan based on an original business model. The plan is presented to a panel of investors and successful entrepreneurs. *Prerequisites: Senior standing and ENT 3023. Four credits.*

FIN 2010. Personal Financial Planning. This course provides an overview of personal financial planning and covers the following topics: budgeting, saving, tax planning, managing credit, home buying, vehicle purchasing, selecting insurance, investing, retirement planning, and estate planning. The practical application of concepts will be emphasized. *Four credits. Graded pass/fail.*



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

FIN 3010. Financial Management. A study of principles of financing a business enterprise, with an emphasis on the modern corporation. Attention is given to the analyses of the major financial statements as a means to determine the present as well as predicting the future financial condition of a corporation. This information is explained in a cash flow framework in order to determine the value of a firm. The ability of the financial manager to measure and evaluate sources of capital is addressed. The process of using an investment banker to access proper markets, bond and/or stock, is reviewed. Attention is also given to the financial manager's decision making role in the Capital Budgeting process. *Prerequisite: ACC 2010. Four credits.*

FIN 3015. Corporate Finance. This course serves as an introduction to corporate business finance for finance majors and minors preparing for upper level course work. The primary objective is to provide the student an in-depth exposure to key elements of corporate finance, notably how corporations manage their balance sheets, over the short term in working capital management, and over the long term

in maintaining an optimum capital structure. Topics covered include capital budgeting and forecasting cash flows, working capital management, financial leverage, variance analysis, corporate governance, cost of capital, capital structure, dividend and share repurchase policy. *Prerequisite: FIN 3010 with a grade of C or higher. Course is offered in the fall. Four credits.*

FIN 3020. Investment Analysis. This course emphasizes fundamental security analysis as a tool for debt and equity valuation. The essential financial assets of stocks, bonds, and derivatives are analyzed. The student is exposed to what comprises the essential features of the instrument, the possible rewards, risks, and basic determinants of value. Students learn about margin trading and short selling as well as technical equity analysis. Students participate in a stock market portfolio simulation where they learn how securities are bought and sold, and how security markets operate. Excel is used extensively in the security analyses. *Prerequisite: FIN 3010 with a grade of C or higher, or permission of the instructor. Course is offered in the fall. Four credits.*

FIN 3025. Fixed Income Analysis. This course will provide an overview of fixed income markets and instruments within those markets. Focus is on the valuation and analysis of fixed income instruments and the roles of different participants within the fixed income markets. The course is focused on the concepts and tools that are useful to managers and investors who want to use these securities, whether for investing, hedging, market-making, or speculating. This course will cover the mathematical foundation for studying fixed income securities and will thus require a moderate level of quantitative skill. *Prerequisite: FIN 3010 with a grade of C or higher, or permission of the instructor. Course is offered in the fall. Four credits.*

FIN 3030. Real Estate Investment Analysis. Investing in real estate includes the purchase of property directly as an individual or with other investors in the stock of publicly traded real estate companies. Specifically, students learn about residential properties, income producing properties, Real Estate Investment Trusts (REITs), and Real Estate Exchange Traded Funds (ETFs). Areas of study include market factors, risk-return tradeoff, valuation techniques, financial leverage, tax considerations, and financing alternatives. Excel is used extensively in the asset and security analyses. Additional software such as Argus will also be introduced and used for several analyses. *Prerequisite: FIN 3010 with a grade of C or higher, or permission of the instructor. Course is offered in the spring. Four credits.*

FIN 3035. Financial Derivatives. This course will introduce students to the basic theory of financial derivatives and their uses in risk management by corporations and individual investors. Emphasis will be on designing specific risk management strategies using financial derivatives such as options, futures, forward contracts, and swaps. Topics covered include the historical development and institutional features of the derivatives market, derivatives' pricing models, arbitrage conditions, and hedging strategies. *Prerequisite: FIN 3010 with a grade of C or higher, or permission of the instructor. Course is offered in the spring. Four credits.*

FIN 4030. Financial Modeling. This course emphasizes fundamental business analysis through the utilization of financial models. It incorporates and builds upon the financial concepts that students have encountered in their prior course work. The methodology utilized in this course is technology driven to meet real world expectations. The essential techniques relating to bond and equity valuation, portfolio management, pricing of derivatives, capital/cash budgeting, cost of capital, capital structure, financial statement analysis, free-cash flows, DuPont Analysis, and the Altman Z Bankruptcy Score are reviewed. Students will learn to integrate Excel spreadsheets with major financial software found in the current business environment. Examples of the financial software are Monte Carlo Simulation, Compustat, Factset, Black-Scholes Option Pricing, FINVIZ and FINRA. *Prerequisite: FIN 3015. Four Credits.*

FIN 4444. Independent Study. Admission by permission of the Chair of Accounting and Finance to undertake an assignment planned in advance. *One to four credits.*

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

MGT 2220. Principles of Management and Organizational Behavior. This course provides an introduction to management by emphasizing the role of human behavior in the work place. Discussions will focus on the complex relationships between individuals, groups, and organizations, and will include the traditional topics of planning, strategy, operations, and control, as well as more contemporary topics, such as ethics, diversity, decision making, motivation, leadership, culture, and human resources. A primary goal will be to relate management theory to real life examples in order to make its relevance obvious even to students who may lack exposure to, or experience in, a "real-life" management context. *Four credits.*

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

MGT 3200. Project Management. This course addresses concepts and issues important in effectively managing projects. Topics include project selection, project planning, negotiation, budgeting, scheduling, resource allocation, project control, project auditing, and project termination. Topics are viewed from a managerial perspective. Students completing this course will develop preliminary skills in the use of project management software. Also, successful students will develop the ability to apply learned concepts to real project environments. *Prerequisite: MGT 2220. Four credits.*

MGT 3220. Leadership. In this course students will critically examine major theories of leadership/followership through discussions of relevant research and practice. Particular emphasis will be given to contemporary theories and their application to the study of business leaders operating in the context of current political and societal issues. Additionally, students will be expected to evaluate their own strengths and weaknesses with respect to leadership and create individualized development plans to improve their leadership skills. *Prerequisite: MGT 2220. Four credits.*

MGT 3280. Operations and Supply Chain Management. This course is an introductory course in the theory and practice of operations management (OM). The course begins by emphasizing OM as an integral part of an organization's competitive strategy. Next, qualitative and quantitative topics are discussed as they are employed in making both strategic and tactical level OM decisions. Topics include operations strategy, process design, forecasting, capacity planning, facilities location and design, scheduling, inventory control, quality assurance, and project management. Using a supply chain context, topics are addressed in an integrated manner. By the end of this course, students will understand basic terminology, concepts, and techniques of OM and how these relate to supply chain management. *Prerequisite: MGT 2220. Four credits.*

MGT 3300. Innovation Management. The focus of this course is the strategic management of innovation. The scope of the course includes the internal development of innovations and the acquisition of innovations through mergers, acquisitions, and alliances. Technical topics covered in both of those domains include planning, implementing, evaluation, and control. Managerial topics covered include personnel considerations, organizational structure, and organizational fit as they relate to managing innovation. This class would also be suitable for students interested in alliances and mergers and acquisitions. *Prerequisite: MGT 2220. Four credits.*

MGT 3400. Work Teams in Organizations. Organizations are increasingly implementing teams as a way of organizing work; hence, the ability to lead and work effectively in teams is a competence that is highly valued in organizations. Accordingly, the purpose of this course is to develop students' knowledge and skills related to effective teamwork and team leadership. Instruction will include an emphasis on team diagnostics and strategies to improve performance. In addition, we will focus on recent workplace trends (e.g., virtual teams, multicultural teams, high performance teams). *Prerequisite: MGT 2220. Four credits.*

MGT 3500. Service Management. Service firms are far more people-oriented because of their direct employee interaction with customers. The resulting variations in customer expectations present a challenge to the operations manager to effectively use resources in achieving customer satisfaction. The intent of the course is to provide students with the concepts and tools necessary to effectively manage a service operation. The strategic focus also provides entrepreneurially inclined students with the foundation to open their own service business. Topics include overall service strategy, the design of services, management of service operations, and an introduction to quantitative models for service management. *Prerequisite: MGT 2220. Four credits.*

MGT 3600. Introduction to Healthcare Management. This course provides an introduction to the leadership, management, and organization of the healthcare industry. The content is broadly applicable to hospitals, healthcare systems, physician practices, insurers, state and federal government agencies, pharmaceutical/medical device manufacturers, and public health organizations, whether for-profit or not-for-profit. The course design enables students to make sense of healthcare's dynamic environment fraught with complex issues. Specifically, this course explores factors including environmental change, regulation, organizational culture, and organizational processes and structures that affect the way a manager carries out his/her role. The course will show students how to utilize key processes such as planning, decision-making, human resource management, and leadership to achieve goals. The course will also examine current and future challenges that healthcare managers face. *Prerequisite: MGT 2220 or permission of the instructor. Four credits.*

MGT 3620. Leading and Managing in Health Care Environments. This course provides the management functions and leadership processes essential in healthcare organizations, including in-depth review of managerial skills and organizational practices for successful performance. The course will emphasize how health managers solve problems, make decisions, and conduct

strategic planning. Students will study the roles played by quality, productivity, and technology in establishing and maintaining a competitive position in the health care marketplace and how managers seek to manage the complex human relationships that exist within health care organizations and health systems, as well as the influence of other agencies and external stakeholders. *Prerequisite: MGT 3600 or permission of the instructor. Four credits.*

MGT 3800. Cross-Cultural Management. This course focuses on the challenges and opportunities associated with organizational management in the global environment. Cross-Cultural Management is intended to be a foundational course for the undergraduate business student. Students will gain a general overview of the process and effect of globalization in contemporary business, along with an introduction to theories, concepts and skills relevant to managing effectively in today's global environment. Students will be challenged to integrate knowledge they have gained from other business core courses and apply their accumulated knowledge to the international business landscape. *Prerequisite: MGT 2220. Four credits.*

MGT 4050. Global Logistics. This course addresses the physical supply, in-plant movement and storage, and physical distribution that comprise global logistics systems. Based on readings, class discussions, cases, and practice problems, students will be able to link logistical management decisions with the attainment of competitive priorities. While the primary focus is on handling products in a manufacturing context, the use of logistics in non-profit organizations and service industries will be discussed. *Prerequisites: MGT 2220 and MGT 3280. Four credits.*

MGT 4100. Human Resource Management. The purpose of this course is to review and analyze practices, trends, and problems of human resource management (HRM). Research shows that how managers implement and maintain HRM practices can impact organizational productivity, quality of work life, and profits. The goal of this course is to prepare the student to use HRM practices effectively. Topics include (but are not limited to): HRM strategy, employment planning, regulation, job analysis and design, performance assessment, recruitment and selection, training and development, employee relations, and compensation. *Prerequisite: MGT 2220. Four credits.*

MGT 4200. Change Management. This course is designed as a foundation course for all students. Students will be exposed to theories and practical examples of management and organizational behavior in the context of change. The

focus of this course is on change management and is designed for all students regardless of their areas of professional specialization. The content of this course will meet the needs of those who would benefit from a framework for understanding the relationship between change management, organizational behavior, and organizational effectiveness. *Prerequisite: MGT 2220. Four credits.*

MGT 4444. Independent Study. Admission by permission of the Chair of Management and Entrepreneurship to under- take an assignment planned in advance. *One to four credits.*

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

MGT 4990. Strategic Management. The focus of this course is on the competitive strategy of the firm in both domestic and international settings. This course integrates skills and information from specialized business disciplines such as marketing, finance, accounting, and operations into an integrated decision making process. Students act in the role of key decision makers by analyzing data from the specialized business disciplines, determining the strategic position of the firm, and solving problems related to the development and maintenance of a firm's competitive advantage. Students develop an understanding of the key strategic issues through theoretical readings, and case study analysis (and/or simulations). *Prerequisites: Senior standing and FIN 3010 or simultaneous enrollment, or permission of instructor. Four credits.*

MKT 2110. Principles of Marketing. A study of basic commodities and manufactured goods from producer to consumer. Specific areas to be covered include consumer motivation, marketing research, marketing institutions, distribution, promotion and professional selling, product offering and pricing. *Four credits.*

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

MKT 3180. Marketing Communications. An in-depth analysis of the persuasive communications efforts of the firm to market its products. All aspects of the promotional blend (advertising, personal selling, sales promotion and publicity) will be explored as they relate to the objectives of the firm. *Prerequisite: MKT 2110, COM 1110 or FPM 3620. Four credits.*

MKT 3200. Consumer Behavior. An in-depth study of the consumer and the relationship of consumer behavior to pricing, advertising, product development, distribution and marketing strategies. It is an intense examination of

the purchase decision and how these decisions affect the buying process. It is a study of how the consumer world is influenced by the actions of marketers. *Prerequisite: MKT 2110 or FPM 3620. Four credits.*

MKT 3300. Marketing Research. A study of the techniques and practices of marketing research. Qualitative and quantitative research methods will be explored in a hands-on fashion. Factors are examined that can affect research both negatively and positively. Emphasis will be placed on becoming an effective user of marketing research for decision making at all levels of management. *Prerequisites: MKT 2110 and MTH 1130 or higher. Four credits.*

MKT 3600. Sales in Dynamic Environments. This course covers the basic foundations for understanding the concepts and practices of selling and sales management. Specific areas to be covered include: the sales function, selling as a profession, the relationship between sales and marketing, the psychology of selling, communication and persuasion, elements of sales presentations, and developing and managing a sales force including sales force structure, customer relationship management, the use of technology to improve sales force effectiveness, issues in recruiting, selecting, training, motivating, compensating, and retaining salespeople. *Prerequisite: MKT 2110 and junior or senior standing or permission of the instructor. Four credits.*

MKT 3680. Negotiations. This course explores the major concepts and theories of bargaining and negotiation in the professional selling environment, as well as the dynamics of interpersonal and intergroup conflict and its resolution. It is designed to help students develop the sophistication to analyze bargaining and conflict relationships, and to learn (through class discussion and self- assessment) about their individual "bargaining styles." *Prerequisites: MKT 2110 and MKT 3600, junior or senior standing or permission of the instructor. Four credits.*

MKT 3750. International Marketing. A study of the realities of conducting business between countries. Subjects to be covered include marketing, financial, legal and political considerations, transportation, and international trade terminology. *Prerequisite: MKT 2110. Four credits.*

MKT/GBS 3850. Marketing in Spain. The purpose of this course is to enhance your knowledge and understanding of international marketing practice as well as the implications of language in marketing communications, while studying and living in Spain. You will have the opportunity to analyze some of the marketing problems businesses face in a different country. This course will be taught in English. *Prerequisite: MKT 2110. Four credits.*

MKT 4100. Social Media Marketing Strategy. This course examines the basic strategy behind tactical implementation of social media marketing campaigns. Emphasis is given to understanding the basics of social media marketing, effectively reaching target audiences, project management skills, maintaining message consistency, planning, evaluating, and adjusting social media tactics as needed. *Prerequisites: MKT 2110 and junior standing or higher. Four credits.*

MKT 4370. Sales Leadership. This course introduces you to practical tools, cutting-edge concepts, and effective sales management models derived from faculty field and consulting experience, and current sales leadership research. Through cases, group discussions, problem-solving exercises, computer-aided workshops, and interactive case presentations, you will explore various perspectives on what does and does not work — and why. *Prerequisites: MKT 2110 and MKT 3600, junior or senior standing, or permission of the instructor. Students who have previously taken MKT 3170 may not take MKT 4370. Four credits.*

MKT 4400. Marketing Management. An intensive study of the elements in the marketing process as it applies to consumer and industrial products and services. Heavy emphasis will be placed on strategic market planning. *Prerequisites: MKT 2110 and two other marketing courses, junior or senior standing, or permission of the instructor. Four credits.*

MKT 4444. Independent Study. Admission by permission of the Chair of the Department of Marketing and Sales to undertake an assignment planned in advance. *One to four credits.*

MKT 4500. Retail Selling. This course familiarizes students with the decisions involved in planning the retail strategy of a retail firm and the concepts and principles for making those decisions. While the course focuses on the retail industry including retailers of consumer services, the content of the course is useful for students interested in working for companies that interface with retailers such as manufacturers of consumer products or for students with a general management or entrepreneurial interest. *Prerequisites: junior standing, MKT 2110, and MKT 3600, or permission of instructor. Four credits.*

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





THE NIDO R. QUBEIN School of Communication

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The Nido R. Qubein School of Communication — a community of more than 800 scholars and producers in 8 disciplines—prepares students to become industry, community and thought leaders. Whether it's developing a campaign to improve community health, managing a sports venue, announcing an athletic event, serving as an organizational spokesperson, or producing a video documentary, students in the Nido R. Qubein School of Communication will prosper in an economy that values information, effective management of resources, and entertainment sharing. Our faculty, which includes Emmy and Fulbright winners, are extraordinarily active in their fields, travelling the world to research, produce, and present their work. Our students work as independent communicators or in teams to provide services for small and large clients who want to reach audiences with targeted messages. We pride ourselves in providing close interaction between students and faculty, small classes, and opportunities for undergraduate research and creative work.

Central to all our majors is the ability to write clearly and with purpose and to express oneself in various other manners to an audience. These skills have helped our students secure jobs and internships with the Washington Redskins, Ogilvy Mather, Chanel, MGM Resorts-Las Vegas, MTV Networks, Discovery Channel, WCVB-Boston, ABC-New York, Fox News Channel, the Huffington Post, Madison Square Garden, the Make-a-Wish Foundation, Bethesda Softworks, Epic Games, the Philadelphia 76ers (NBA), and New Jersey Devils (NHL), and to win seats at top-choice graduate schools, such as the University of Southern California, the University of North Carolina-Chapel Hill, New York University, Clemson, University of Florida, Boston University, and Savannah College of Art and Design.

It's important that our students have familiarity with the latest technology, but it's just as important that they understand how humans communicate with each other in the most effective manner. Our program is proud to encourage the ethical and socially conscious involvement of students, never forgetting how individual creativity can enhance and interact with a broader social community.

We welcome you to tour the Nido R. Qubein School of Communication and to speak with any of our faculty and staff about your educational and professional opportunities as a member of the Nido R. Qubein School of Communication.



Virginia McDermott

Virginia McDermott, Ph.D.
Dean of the Nido R. Qubein School of Communication

THE NIDO R. QUBEIN SCHOOL OF COMMUNICATION

Dr. Virginia McDermott, *Dean*; Dr. Vernon Biaett, *Chair, Department of Event Management*; Dr. Stefan Hall, *Chair, Department of Game and Interactive Media Design*; Dr. Nahed Eltantawy, *Chair, Department of Journalism and Sport Communication*; Mr. Robert Powell, *Chair, Department of Media Production and Entrepreneurship*; Mr. Jim Goodman, *Chair, Department of Popular Culture and Media Production*; Dr. Jenny Lukow, *Chair, Department of Sport Management*; Mr. John Mims, *Chair, Department of Strategic Communication*; Ms. Arden Anderson; Dr. Kristina Bell; Dr. Brianna Clark; Dr. Gabriel Cruz; Dr. Bobby Hayes; Mr. Brian Heagney; Dr. Florian Hemme; Dr. Judy Isaksen; Mr. Bradley Lambert; Dr. Brandon Lenoir; Dr. Laura Marshall; Dr. Curtis Matthews; Dr. Patrick McConnell; Mr. Ken Medlin; Mr. Joe Michaels; Mr. David Radanovich; Dr. Matt Ritter; Mr. James Scott; Dr. Dean C. Smith; Mr. Barry Thornburg; Dr. James Trammell; Dr. Kelly Tran; Dr. Sarah Vaala; Mr. Phil Watson; Dr. Jessica Wiitala.

Students in the Communication program study a range of human and mediated communication theories and techniques. We focus on understanding audiences, how messages are disseminated, and how these messages help shape cultural identities, including their social, economic and political effects.

Mission Statement

The Nido R. Qubein School of Communication balances theory and application courses in a multidisciplinary environment, enabling students and faculty to think, speak, write, and produce strategic messages about a broad range of ideas and issues. The school is committed to:

1. Collaboration between students and faculty in and out of the Classroom;

2. Independent thought and critical thinking that produces ethically aware, historically informed, and socially engaged citizens prepared for leadership in the global community;
3. Culturally diverse team-based learning experiences;
4. A universal right to creative expression.

Professional Values and Competencies

The Nido R. Qubein School of Communication values:

- **Expression** — Appreciating the principles and constraints on the exercise of free expression in a democratic society;
- **Integrity** — Maintaining a commitment to honesty, accountability, and professional ethics;
- **Excellence** — Performing high-quality work in a capable, efficient, and appropriate manner;
- **Accuracy** — Communicating fairly, without distortions or conflicts of interest, and in recognition of subjectivities;
- **Diversity** — Encouraging creative and independent ways of thinking and mindfulness about cultural differences and multiple perspectives;
- **Curiosity** — Acquiring new skills and knowledge and continuously pursuing education and innovation;
- **Awareness** — Understanding the history, role, context and reality of the process of communication.

We Emphasize:

- **Analytical thinking** — Extracting from various areas the knowledge required to formulate realistic responses to complex problems;
- **Communication skills** — Developing the ability to present, listen to, and exchange written, oral, aural, and visual information in forms appropriate for the audience, purpose, and context;
- **Interpretation of converging information** — Linking data, knowledge, and insight for strategic decision-making and presentation of information through media;
- **Technological development** — Using technology in ways that add value to the communication professions;



- Integration of theory and practice — Extracting from various areas the knowledge required to formulate realistic responses to complex problems;

Media Fellows

Each year 40 outstanding incoming communication majors are granted membership into High Point University’s Media Fellows Program. Throughout this four-year program, Media Fellows partake in real-world projects in a client/ agency model, work together to develop and oversee unique research projects and travel domestically and internationally to examine trends in the media industry.

Student Learning Outcomes for all Majors in the Nido R. Qubein School of Communication

Upon graduating from High Point University, all majors within the Nido R. Qubein School of Communication will be able to:

1. demonstrate an awareness of communication theories throughout the communication discipline;
2. demonstrate competence in public speaking, presentation technology, and team building;
3. demonstrate competence with basic audio, video and graphic production tools utilized in the communication industry by developing syntactically appropriate audience-centered products and productions;
4. understand the ethical and legal issues informing communication in a democratic society;
5. demonstrate proficiency in conducting and presenting library-based research on a communication topic.



Department of Event Management

Dr. Vernon Biaett, *Chair*, Dr. Brianna Clark; Dr. Jessica Wiitala.

Programs of Study

- Event Management (B.A.)
- Event Management Minor
- Hospitality Management Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Event Management, students must complete the following:

B.A. in Event Management

Major Requirements	54 credits
University Core Requirements	50 credits
Electives.....	24 credits
TOTAL.....	128 credits

Event Management Major

Student Learning Outcomes for Event Management Majors

Upon completing the Event Management Program at High Point University, students will:

1. possess a broad knowledge of the size and scope of the event management industry, its history, employment opportunities, professionalism, and the demands that are placed on those working in the field;
2. understand the human resource aspects of event management including leadership styles, the processes of hiring, training and managing workforce relations, volunteer management, and board governance;
3. comprehend the financial aspects of event management, including the development of financial resources, methods of financial control, economic impact, return on investment (ROI), budgeting, and financial challenges and solutions;
4. employ project and strategic planning fundamentals to event management operations, including the use of logistics, site management, Gantt charts, service mapping, and service blue printing;

5. understand risk management issues relevant to the practice of event management, including health safety- security planning, alcohol control, crisis weather response methods, and other potential financial and technology threats;
6. understand legal issues relevant to the practice of event management, including the American legal and regulatory system, freedom of speech and assembly, copyright, trademarks, contracts, torts, product liability, business ownership, EEOC, affirmative action, performance appraisal, and discrimination in the workplace;
7. comprehend the principles of event marketing and sponsorship, including marketing research-plans campaigns, advertising, public relations, personal selling, asset-benefit exchange, proposals, and evaluation;
8. understand the concepts behind event design relevant to event management, including stakeholder theory, liminal/unique experience, creativity, strategic methods for improving experience, community building/social capital, and the study of attendee experience with participant observation;
9. assume entry level positions in the field of event management or attend graduate school in a related discipline.

Requirements for the B.A. in Event Management (54 credits)

Communication Core Requirements (6 credits)

- COM 1110. Human Communication (4)
COM 1113. Graphic Software Packages (2)

Major Core Requirements (40 credits)

- EMG 1200. Introduction to Event Management (4) EMG 1400. Event Planning & Evaluation (4)
EMG 2300. Event Operations (4)
EMG 2400. Event Budget and Finance (4)
EMG 3200. Event Marketing and Sponsorship (4)
EMG 3300. Administration of Festivals and Events (4)
EMG 4300. Rhetoric of Festivals and Events (4)
EMG 4400. Senior Seminar in Event Management (4)
EMG 4811. Internship in Event Management (4) **or**
Undergraduate Research (4)

Select four credits from the following list of courses:

- BUA 3050. Business Law (4)
ENT 3050. Business Law for Entrepreneurs (4)
SMG 3040. Sport Law (4)
COM 1450. Media Law and Literacy (2) **and** COM 3450. Media Law and Ethics (2)

Major Electives (4 credits)

Select four credits from the following list of courses:

- BUA 1100. Introduction to Excel (2)
COM 1112. Audio and Video Packages (2)
EMG 2881. Meeting and Conference Planning (2)
EMG 2881, 3881, 4881. Special Topics (1-4)
EMG 2285. Practicum in Event Planning (2)
EMG 4816. Internship II (2)
MUS 3620. History of Pop Music (2)
MUS 3800. Music Business (2)

Requirements for the Minor in Event Management (20 credits)

Required Courses (12 credits)

- EMG 1200. Introduction to Event Management (4)
EMG 1400. Planning and Evaluation (4)
EMG 2300. Event Operations (4)

Electives (8 credits)

Select 8 credits from the following list of courses:

- EMG 2400. Event Budget and Finance (4)
EMG 3200. Event Marketing and Sponsorship (4)
EMG 3300. Administration of Festivals and Events (4)
EMG 3500. Events for a Diverse Society (4)
EMG 4300. Rhetoric of Festivals and Events (4)

Requirements for the Minor in Hospitality Management (20 credits)

Required Courses (16 credits)

- MGT 2220. Principles of Management and Organizational Behavior (4)
EMG 2300. Event Operations (4)
MGT 3500. Service Management (4)
COM 4881. Internship in Hospitality Management (4)

Electives (4 credits)

Select 4 credits from the following list of courses:

- EMG 3200. Event Marketing & Sponsorship (4)
ENT 3023. Business Modeling and Feasibility (4)
ENT 4990. Strategic Entrepreneurship Management (4)
HRE 3220. Group Dynamics and Team Development (4)
HRE 3600. The Global Workplace (4)
MGT 3220. Leadership (4)
STC 3355. Media Planning and Buying (4)
STC: 3385. Applied Research in Strategic Communication (4)
STC 4345. Social Media and Analytics (4)

Department of Game and Interactive Media Design

Dr. Stefan Hall, *Chair*; Dr. Kristina Bell; Mr. Brian Heagney; Dr. Kelly Tran.

Programs of Study

- Game and Interactive Media Design (B.A.)
- Game and Interactive Media Design Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Game and Interactive Media Design, students must complete the following:

B.A. in Game and Interactive Media Design

Major Requirements.....	48 credits
University Core Requirements	50 credits
Electives.....	30 credits
TOTAL.....	128 credits

Game and Interactive Media Design Major

Student Learning Outcomes for Game and Interactive Media Design Majors

Upon completing the Game and Interactive Media Design Program at High Point University, students will:

1. Understand the historical trends in hardware and software development that contributed to, and continue to direct, the development of games and interactive media;
2. Apply theoretical understanding of game design principles with social scientific and humanities studies of play;
3. Apply theoretical concepts of collaborative design with awareness of the interrelation of genre, audience (player/user), and interactivity;
4. Synthesize major components of the game and interactive media design process by applying best theories and practices to game development;
5. Produce a portfolio of work that includes completed and prototyped games as well as other assets (e.g., concept documentation, scripts, character descriptions, models) related to game design;

Requirements for the B.A. in Game and Interactive Media Design (48 credits)

In order to complete the major in Game and Interactive Media Design, students must complete the following requirements.

Communication Core Requirements (12 credits)

- COM 1110. Human Communication (4)
- COM 1112. Audio and Video Software Packages (2)
- COM 1113. Graphic Software Packages (2)
- COM 1450. Media Law and Literacy (2)
- COM 3450. Media Law and Ethics (2)

Major Core Requirements (20 credits)

- GAM 1000. Introduction to Game & Interactive Media Design (4)
- GAM 2252. Theory and Design of Games (4)
- GAM 3342. Theory and Criticism of Games (4)
- GAM 3352. Game Development (4)
- GAM 4492. Collaborative Game Design and Development (4)

Major Electives (16 credits)

Select sixteen credits from the following list of courses:

- GAM 2222. Games and Society (4)
- GAM 2262. Video Practicum (2)*
- GAM 2272. Games Industries and Organizations (4)
- GAM 2282. Players, Gamers, and Game Cultures (4)
- GAM 2881, 3881, 4881. Special Topics (1-4)
- GAM 3000. Game-Based Workshop (1)
- GAM 3302. Narrative and Interactive Fiction (4)
- GAM 3312. Principles and Practices of Interactivity (4)
- GAM 3362. Puzzle, Obstacle, and Level Design (4)
- GAM 3412. Games and Identity (4)
- GAM 3432. Character Design (4)
- GAM 3442. User-Interface Design (4)
- GAM 3881. Animation for Video Games (4)
- GAM 4412. Digital Game Prototyping (4)
- GAM 4432. 3D Modeling for Video Games (4)
- GAM 4444. Independent Study (4)
- GAM 4810-4816. Internship (4)
- GAM XXXX Travel Study (4)

*Students may also choose COM 2261, COM 2263, COM 2265, or COM 2285.

Requirements for the Minor in Game and Interactive Media Design (20 credits)

COM 2252. Theory and Design of Games (4)

Select 16 credits from the following list. At least 8 credits must be at the 3000 level or above.

- GAM 2222. Games and Society (4)
- GAM 2272. Games Industries and Organizations (4)
- GAM 2282. Players, Gamers, and Game Cultures (4)
- GAM 3302. Narrative and Interactive Fiction (4)
- GAM 3312. Principles and Practices of Interactivity (4)
- GAM 3342. Theory and Criticism of Games (4)
- GAM 3352. Game Development (4)
- GAM 3362. Puzzle, Obstacle, and Level Design (4)
- GAM 3412. Games and Identity (4)
- GAM 3432. Character Design (4)
- GAM 3442. User-Interface Design (4)
- GAM 4412. Digital Game Prototyping (4)
- GAM 4432. 3D Modeling for Video Games (4)
- GAM 4492. Collaborative Game Design and Development(4)
- GAM 2881/3881/4881. Special Topics (1-4)

Department of Journalism and Sport Communication

Dr. Nahed Eltantawy, *Chair*; Dr. Bobby Hayes; Dr. Patrick McConnell; Mr. Ken Medlin; Mr. James Scott; Dr. Dean Smith.

Programs of Study

- Journalism (B.A.)
- Sport Communication (B.A.)
- Journalism Minor
- Sport Communication Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Journalism and Sport Communication, students must complete one of the following:

B.A. in Journalism

Major Requirements.....	74 credits
University Core Requirements	50 credits
Electives.....	4 credits
TOTAL.....	128 credits

B.A. in Sport Communication

Major Requirements.....	54 credits
University Core Requirements	50 credits
Electives.....	24 credits
TOTAL.....	128 credits

Journalism Major

Student Learning Outcomes for Journalism Majors

Upon completing the Journalism Program at High Point University, students will:

1. Understand legal issues relevant to the practice of journalism, including freedom of speech, prior restraint, libel, privacy, copyright and trademarks;
2. Employ journalistic techniques to edit and write stories that conform to Associated Press style and standard English spelling and grammar; to create audio and TV stories that conform with broadcast style and to conduct proper fact-checking and investigative reporting;
3. Apply appropriate tools and technologies to produce stories suitable for a convergent journalism environment;
4. Employ visual and audio equipment to produce broadcast and multimedia stories;
5. Apply principles of ethical journalism to analyze and produce stories that are accurate, fair, balanced and objective;
6. Conduct in-depth interviews with diverse sources and utilize online and database resources to produce print and online news stories and audio/video packages that are well-researched, engaging and reflective of community diversity;

Requirements for the B.A. in Journalism (74 credits)

In order to complete the major in Journalism, students must complete the following requirements:

Communication Core Requirements (16 credits)

- COM 1110. Human Communication (4)
- COM 1112. Audio and Video Software Packages (2)
- COM 1113. Graphic Software Packages (2)
- COM 1450. Media Law and Literacy (2)
- COM 2001. Techniques in Media Production (4)
- COM 3450. Media Law and Ethics (2)

Major Core Requirements (20 credits)

- JOU 1300. Never Stay Silent: The History of the Fourth Estate and News Literacy (2)
 JOU 2200. Mastering the Interview (2)
 JOU 2243. Reporting and Writing across Platforms (4) JOU 3323. Copy Editing (4)
 JOU 4100. Journalism Residency (8)
 Focus Area Requirements (14 credits)

PRINT/DIGITAL FOCUS

- JOU 2201. Infographics (2)
 JOU 2203. Digital Journalism Practicum (2)
 JOU 2283. Multimedia Storytelling (2)
 JOU 3313. Feature Writing (4)
 JOU 3363. Opinion Writing (4)

BROADCAST FOCUS

- MPE 2011. Multi-Camera Production (4)
 JOU 2204. Broadcast Practicum (2)
 JOU 3331. Video Journalism Reporting (4)
 JOU 3202. News Producing (4)
 Major Electives (8 credits)

Select eight credits from the following list of courses:

- JOU 3102. Journalism of Empathy (2)
 JOU 3103. Business Journalism (2)
 JOU 3104. Fashion Journalism (2)
 JOU 3105. Environmental Journalism (2)
 JOU 3106. International Journalism (2)
 JOU 3107. Political Journalism (2)
 JOU 3108. Entertainment Journalism (2)
 JOU 3109. Tech and Game Reviews (2)
 JOU 3110. Data Journalism (2)
 JOU 3301. Talking the Talk—Radio and TV talk Shows (2)
 JOU 2881/3881/4881. Special Topics (1-4)
 POP/GBS/WGS 3374. Global Media Representation of Women (4)
 SPC 2246. Sports Reporting (4)
 STC 3305. Strategic Message Development in Government and Public Affairs (2)
 STC 3315. Strategic Message Development for Public Relations (2)
 STC 4345. Social Media and Analytics (4)
 ART 3081. Documenting the Community (4)
 ART 3680. Digital Photography (4)

- ENG 2140. Digital Writing for Social Action (4)
 ENG 2150. Writing about Science (4)
 ENG 3113. Writing Creative Non-Fiction (4)
 ENG 3150. Analytics (4)
 GDS 2550. Graphic Design Studio (4)
 THE 2210. Voice and Dialect (2)

Non-Major Requirements (16 credits)

These courses are determined in conjunction with the student's advisor. Choose one specialization from the list below or propose one to your advisor.

ARTS AND ENTERTAINMENT

- MUS 1600. Human Dimensions of Music (4)
 MUS 1630. History of American Music (4)
 DNC 2800. Dance and New Media (4)
 THE 3000. Studies in Theatre (4)
 MUS 3600. History of Musical Theatre (4)
 MUS 3620. History of Pop Music (4)
 MUS 3640. History of Jazz (4)
 MUS 3800. Music Business (2)

BUSINESS

- ECO 2030. Principles of Macroeconomics (4)
 ECO 2050. Principles of Microeconomics (4)
 MKT 2110. Principles of Marketing (4)
 MKT 3200. Consumer Behavior (4)
 MGT 2220. Principles of Management and Organizational Behavior (4)
 ECO 3220. Labor Economics (4)

ENVIRONMENTAL STUDIES

- ENV 1110. Environmental Science (4)
 ENV 1120. Issues in Environmental Science (4)
 ENG 2150. Writing about Science (4)
 ENV 3300. Global Change Ecology (4)
 ENV/SOA 4000. Environment and Society (4)

FASHION

- FMD 1100. Introduction to Fashion Merchandising (4)
 FMD 2100. Social Constructs of Fashion (4)
 VMD 2235. History of Fashion (4)
 VMD 2300. Materials and Textiles (2)
 VMD/FPD 3150. Branding, Licensing and Ownership (2)

HEALTH AND SCIENCE

- HED 1200. Nutrition and Healthy Living (4)
- HED 2100. Prevention and Substance Abuse (4)
- HED 2200. Human Sexuality and Relationships (4)
- ENG 2150. Writing about Science (4)
- HED 3100. Contemporary Health Issues (4)
- HED 3200. Women's Health Issues (4)
- HED 3300. Aging and Life Choices (4)
- ENV 3300. Global Change Ecology (4)
- BIO 3350. Emerging Infectious Diseases: A World Perspective (4)
- BIO/WGS 3500. Biology of Women (4)

JUSTICE SYSTEM

- CRJ 1600. Victimology (4)
- CRJ 1700. Violent Crime (4)
- CRJ 1800. Women and Crime (4)
- CRJ 1900. Introduction to the Justice System (4)
- CRJ 2500. Controlled Substances (4)
- CRJ 3200. Courts and Trials (4)
- CRJ 4000. Terrorism (4)

PHOTOGRAPHY

- ART 1021. The Camera Eye: Understanding Photography and Visual Language (4)
- ART 1050. Fundamentals of Design (4)
- ART 2080. Darkroom Photography I (4)
- ART 3081. Documenting the Community through Photography (4)
- ART 3680. Digital Photography (4)
- ART 3850. History of Photography (4)

POLITICAL SCIENCE

- PSC 1010. Contemporary Issues and Politics (4)
- PSC 2310. American Politics (4)
- PSC 2510. Comparing Foreign Political Systems (4)
- PSC/INR 2710. International Relations (4)
- PSC 3310. American Political Institutions (4)
- PSC 3320. The Constitution, Civil Liberties, and the Courts (4)
- PSC 3330. Public Opinion (4)
- PSC 3332. Campaigns and Elections (4)
- PSC 4710. International Conflict and Security (4)
- PSC 4720. U.S. Foreign Policy (4)

RELIGION

- REL 1004. Introduction to Judaism (4)
- REL 1005. Introduction to Christianity (4)
- REL 1006. Introduction to Islam (4)
- REL 1007. Introduction to Hinduism (4)
- REL 1008. Introduction to Buddhism (4)
- REL 3025. Evil, Suffering, and God (4)
- REL 3028. Religion in America (4)
- REL 3332. Fundamentalism and Violence (4)

SOCIAL JUSTICE

- SOA 2020. Mass Media and Society (4)
- SOA/WGS 2850. Globalization and Poverty (4)
- SOA 3030. Health, Illness and Medicine (4)
- SOA 3045. U.S. Immigration and the Social World (4)
- SOA 3240. Class, Consumption, and the American Dream (4)
- SOA/ENV 4000. Environment and Society (4)

SPORT MANAGEMENT

- SMG 1010. Introduction to Sport Management (4)
- SMG 2100. Sport Marketing (4)
- SMG 2200. Sport Facility Management (4)
- SMG 3010. Applied Management Principles in Sport (4)
- SMG 3020. Sport in Society (4)
- SMG/WGS 3030. Gender Issues in Sport (4)
- SMG 3040. Sport Law (4)

INDIVIDUAL PROPOSAL



Requirements for the Minor in Journalism (20 credits)

COM 2001. Techniques in Media Production (4)
 JOU 2243. Reporting and Writing Across Platforms (4)

Select twelve credits from the following list of courses.
 At least 8 credits must be at the 3000-level or above:

SPC 2246. Sports Reporting (4)
 JOU 2283. Multimedia Storytelling (4)
 JOU 3313. Feature Writing (4)
 JOU 3331. Video Journalism Reporting (4)
 JOU 3363. Opinion Writing (4)
 JOU 2881/4881. Special Topics (1-4)

Sport Communication Major Student Learning Outcomes for Sport Communication Majors

Upon completing the Sport Communication Program at High Point University, students will:

1. Be effective communicators and storytellers (oral and written);
2. Be able to apply basic numerical and statistical concepts unique to sport;
3. Be able to demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
4. Be able to demonstrate an understanding of the history, economics and cultural significance of sport;
5. Be able to demonstrate an understanding of gender, race, ethnicity, sexual orientation, and, as appropriate, other forms of diversity in amateur and professional sport and the sport communication industry;
6. Be able to apply current tools and technologies appropriate for the sport communication industry, understanding the digital world and e-sports and demonstrating competence to operate equipment to produce field assignments;
7. Be aware of theoretical frameworks that apply to ethical dilemmas encountered in amateur and professional sport as well as the sport communication industry;
8. Be able to demonstrate an ability to work with clients;
9. Assume entry level positions in the sport communication industry or attend graduate school in a related discipline.

Requirements for the B.A. in Sport Communication (54 credits)

In order to complete the major in Sport Communication, students must complete the following requirements.

Communication Core Requirements (18 credits)

COM 1110. Human Communication (4)
 COM 1112. Audio and Video Software Packages (2)
 COM 1113. Graphic Software Packages (2)
 COM 1450. Media Law and Literacy (2)
 COM 3450. Media Law and Ethics (2)
 COM 2260, 2261, 2262, 2263, 2265, 2266, 2268, or 2285 Practicum (2)
 For-credit Internship or COM elective outside of major (4)

Major Core Requirements (36 credits)

COM 2001. Techniques in Media Production (4)
 JOU 2243. Reporting and Writing Across Platforms (4)
 SMG 2100. Sport Marketing (4)
 SPC 2246. Sports Reporting (4)
 SPC 2256. Sport and Communication(4)
 SPC 3006. Sports Broadcasting (4)
 SPC 3341. Advanced Sports Broadcasting (4)
 SPC 4006. Advanced Sports Reporting (4)
 STC 2235. Public Relations Techniques (4)

Requirements for the Minor in Sport Communication (20 credits)

SPC 2246. Sports Reporting (4)
 SPC 2256. Sport and Communication(4)
 SPC 3006. Sports Broadcasting (4)
 SPC 3341. Advanced Sports Broadcasting (4)
 SPC 4006. Advanced Sports Reporting (4)



Department of Media Production and Entrepreneurship

Mr. Robert Powell, *Chair*; Mr. Brad Lambert; Mr. Joe Michaels; Mr. Barry Thornburg.

Programs of Study

- Media Production and Entrepreneurship (B.A.)
- Media Production and Entrepreneurship Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Media Production and Entrepreneurship, students must complete the following:

B.A. in Media Production and Entrepreneurship

Major Requirements.....	48 credits
University Core Requirements	50 credits
Electives.....	30 credits
TOTAL.....	128 credits

Media Production and Entrepreneurship Major

Student Learning Outcomes for Media Production and Entrepreneurship Majors

Upon completing the Media Production and Entrepreneurship Program at High Point University, students will:

1. Demonstrate industry standard competencies in all stages of media production;
2. Demonstrate proficiency with contemporary media production technologies, and a capacity to adapt to the changing media landscape;
3. Produce creative and compelling stories;
4. Understand how the history of persuasion and media affects the commercial video production industry, technology, and techniques today;
5. Understand how to work with clients and produce Media;
6. Develop business plans that identify a client/community need and develop the related feasibility plan;
7. Assume an entry-level position in the media promotion industry or attend graduate school in the study of media production or strategic communication.

Requirements for the B.A. in Media Production and Entrepreneurship (58 credits)

In order to complete the major in Media Entrepreneurship and Production, students must complete the following requirements.

Communication Core Requirements (10 credits)

- COM 1110. Human Communication (4)
- COM 1450. Media Law and Literacy (2)
- COM 2001. Techniques in Media Production (4)

Major Core Requirements (38 credits)

- ENT 3023. Business Modeling & Feasibility (4)
- MPE 1361. Digital Imaging (1)
- MPE 2011. Multi-Camera Production (4)
- MPE 2012. Real-Time Graphics Lab (1)
- MPE 3551. Program Production for Organizations (4)
- MPE/GDS 3361. Motion Graphics (4)
- MPE 4451. Senior Production Experience (4)
- MPE 4500. Media Entrepreneurship (4)
- POP 2231. Writing for Media Production (4)
- POP 3311. Narrative Production (4)
- STC 2225. Foundations of Strategic Communication (4)

Production Electives (8 credits)

Select eight credits from the following list of courses:

- ART 2050. Digital Art and Design (4)
- MPE 2221. Audio Production (4)
- MPE 2881/3881/4881. Special Topics (1-4)
- MPE 3001. Post-Production Workshop (2)
- MPE 3002. Cinematography and Lighting Workshop (2)
- MPE 3003. Directing Workshop (2)
- MPE 4361. Motion Graphics II (4)
- MPE 4811. Internship (2)
- POP 3007. Audio for Visual Media Workshop (2)
- POP 3008. Camera Mounts & Rigs Workshop (2)

Non-Production Requirements (2 credits)

Select two credits from the following list of courses:

- STC 2260. Agency Practicum (2)
- STC 3305. Strategic Message Development for Government and Public Affairs (2)
- STC 3325. Strategic Message Development for Advertising (2)

Requirements for the Minor in Media Production and Entrepreneurship (21 credits)

Required Core Courses (13 credits)

- COM 2001. Techniques in Media Production (4)
- MPE 2011. Multi-Camera Production (4)
- MPE 2012. Real-Time Graphics Lab (1)
- MPE 4500. Media Entrepreneurship (4)

Electives (8 credits)

Choose any two of the following workshops:

- MPE 3001. Post-Production Workshop (2)
- MPE 3002. Cinematography and Lighting Workshop (2)
- MPE 3003. Directing Workshop (2)
- MPE 3004. Industry Production Techniques Workshop (2)
- POP 3007. Audio for Visual Media (2)
- POP 3008. Camera Mounts and Rigs (2)

Choose any 4 credit MPE course (4)

Department of Popular Culture and Media Production

Mr. Jim Goodman, *Chair*; Dr. Gabriel Cruz; Dr. Judy Isaksen; Dr. James Trammell.

Programs of Study

- Popular Culture and Media Production (B.A.)
- Popular Culture and Media Production Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Popular Culture and Media Production, students must complete one of the following:

B.A. in Popular Culture and Media Production

Major Requirements.....	50 credits
University Core Requirements	50 credits
Electives.....	28 credits
TOTAL.....	128 credits

Popular Culture and Media Production Major

Student Learning Outcomes for Popular Culture and Media Production Majors

Upon completing the Popular Culture Studies and Media Production Program at High Point University, students will:

1. Apply media literacy skills across a variety of genres and formats, including competency in media theories and their relationship to media production and consumption;
2. Create media productions that combine professional-standard production aesthetics with informed cultural analysis in order to tell new, compelling, and significant stories;
3. Develop a deep awareness of storytelling as a synthesis of embedded ideologies, language, performance, and visual arts;
4. Recognize and analyze the history of popular culture, including its media texts and market forces, to better understand how it influences both the creation and critique of current popular culture;
5. Analyze and question contemporary popular culture production within a critical cultural studies framework, including social politics and diversity, in order to recognize the role media play in creating and re-creating culture;
6. Demonstrate proficiency of critical thinking, conducting research, producing media, and synthesizing of a vast array of popular culture, to prepare for graduate school admission, entry-level production careers, and cultural analysis;
7. Apply and develop creative and analytical skills through participation in the production of original narrative productions.
8. Recognize and apply industry methods used in preproduction, production, and post-production stages of media creation.

Requirements for the B.A. in Popular Culture and Media Production (50 credits)

Communication Core Requirements (12 credits)

- COM 1110. Human Communication (4)
- COM 1450. Media Law and Literacy (2)
- COM 2001. Techniques in Media Production (4)
- COM 4450. Media Law and Ethics (2)

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

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Major Core Requirements (18 credits)

POP 2204. Media and Popular Culture (4)
POP 2231. Writing for Media Production (4)
POP 3311. Narrative Production (4)
POP 4900. Capstone I (4)
POP 4950. Capstone II (2)

Production Workshop Electives (8 credits)

Select eight credits from the following list of courses:

MPE 3001. Post-Production Workshop (2)
MPE 3002. Cinematography and Lighting Workshop (2)
MPE/GDS 3361. Motion Graphics (4)
POP 3007. Audio for Visual Media (2)
POP 3008. Camera Mounts and Rigs (2)
POP 3231. Writing for the Screen (4)

Pop Culture History Electives (4 credits)

Select four credits from the following list of courses:

POP 2241. Electronic Media History and Development (4)
POP 2234. Film History and Analysis (4)
POP 3354. History of Documentary Film (4)
POP 3384. History of Hip-Hop Culture (4)
HST 2251. Hollywood and American History (4)

Requirements for the Minor in Popular Culture and Media Production (20 credits)*

COM 2001. Techniques in Media Production (4)
POP 2204. Media and Popular Culture (4)

Select four credits from the following list of courses:

POP 2231. Writing for Media Production (4)
MPE 3361. Motion Graphics (4)

Select four credits from the following list of courses:

POP 2234. Film History and Analysis (4)
POP 2241. Electronic Media History and Development (4)
POP 3354. History of Documentary Film (4)
POP 3384. History of Hip-Hop Culture (4)

Select four credits from the following list of courses:

POP 2881/3881/4881. Special Topics (4)
POP 2284. Sit-Coms, Reality TV, and Beyond (4)
POP 3314. Visual Rhetoric & Design (4)
POP 3324. Myth & Media (4)
POP/SOA/WGS 3334. Media Representation of Race, Class, and Gender (4)
POP/SOA 3344. Black American Voices: Stories and Sounds (4)
POP/GBS/WGS 3374. Global Media Representation of Women (4)
POP 3414. Advertising and Consumer Culture (4)
POP 3424. Mediated Gender (4)
POP 3394. Media Masters (4)

**At least 8 of the 20 credits required for this major must be at the 3000-level or higher.*



Department of Sport Management

Dr. Jenny Lukow, *Chair*; Dr. Arden Anderson; Dr. Florian Hemme.

Programs of Study

- Sport Management (B.A.)
- Sport Management Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Sport Management, students must complete the following:

B.A. in Sport Management

Major Requirements.....	50 credits
University Core Requirements	50 credits
Electives.....	28 credits
TOTAL.....	128 credits

Sport Management Major

Student Learning Outcomes

Upon completing the Sport Management Program at High Point University, students will:

1. Understand the nature and scope of the field of sport management, including: historical influences, professional preparation required, and key concepts, career opportunities, and current issues faced by professionals working in the industry at the professional and intercollegiate levels;
2. Demonstrate an understanding of sport marketing through the application of the marketing mix as it is used by sports organizations; students will also become familiar with concepts such as brand equity, market segmentation, communication channels, and sports sponsorships;
3. Exhibit an understanding of sport facility management through an examination of concepts such as: the skills required by a facility manager, the concept of risk management and associated legal issues, and the development of plans for crowd management, evacuations, and security threats;

4. Demonstrate an understanding of the general governance framework of organizations of sport at the interscholastic, intercollegiate, and professional levels with a focus on strategic management, policy development, and ethical leadership;
5. Exhibit an understanding of how theories from the field of sociology are used to study sports in society with a focus on the socio-cultural influence such concepts of race, politics, religion, deviance, and violence have on the institution of sport;
6. Demonstrate an understanding of obvious and subtle issues in the sport domain that contribute to different opportunities and experiences for individuals based on gender; topics covered include the shifting definitions of “man” and “woman” in relation to evolving notions of “masculinity” and “femininity” in sport, media representation of athletes, Title IX, homophobia in sport, and socio-cultural factors that influence children’s choices and behaviors in sport;
7. Understand legal issues relevant to sport organizations, including constitutional law, tort law, product liability, gender equity, intellectual property, and antitrust law;
8. Demonstrate an ability to synthesize and apply the principles and concepts of sport management;
9. Demonstrate an understanding of fundamental financial principles and money management approaches as they pertain to the sports, event, and entertainment industry; understand economic and finance theories as they are applied to sport and entertainment organizations and administration;
10. Assume entry level positions in the field of event management or attend graduate school in a related discipline.

Requirements for the B.A. in Sport Management (50 credits)

Communication Core Requirements (6 credits)

- COM 1110. Human Communication (4)
- COM 1113. Graphic Software Packages (2)

Major Core Requirements (44 credits)

- SMG 1010. Introduction to Sport Management (4)
- SMG 1020. Professional Development in Sport Management (4)
- SMG 2100. Sport Marketing (4)
- SMG 2300. Sport Finance (4)
- SMG 3010. Applied Management Principles in Sport (4)

"It's easy to make a buck. It's a lot tougher to make a difference."

- Tom Brokaw

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SMG 3010. Applied Management Principles in Sport (4)
SMG 3020. Sport in Society (4)
SMG/WGS 3030. Gender issues in Sport (4)
SMG/WGS 3040. Sport Law (4)
SMG 4100. Strategic Management of Sport Organizations (4)
SMG 4811. Sport Management Internship (4)
SMG 4999. Senior Seminar in Sport Management (4)

Requirements for the Minor in Sport Management (20 credits)

Required Courses (8 credits)

SMG 1010. Introduction to Sport Management (4)
SMG 2100. Sport Marketing (4)

Required Electives (12 credits)

Choose 12 credits from the following list of courses:

SMG 2300. Sport Finance (4)
SMG 3010. Applied Management Principles in Sport (4)
SMG 3020. Sport in Society (4) **or** SMG/WGS 3030. Gender Issues in Sport (4)
SMG 3040. Sport Law (4)

Note: While Sport Management minors may not count SMG 4811 (Sport Management Internship) towards the minor, the internship is nevertheless strongly encouraged.



Department of Strategic Communication

Mr. John Mims, *Chair*; Dr. Brandon Lenoir; Dr. Laura Marshall; Dr. Curtis Matthews; Mr. David Radanovich; Dr. Matt Ritter; Dr. Sarah Vaala; Mr. Phil Watson.

Programs of Study

- Strategic Communication (B.A.)
- Strategic Communication Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Strategic Communication, students must complete the following:

B.S. in Strategic Communication

Major Requirements	56 credits
University Core Requirements	50 credits
Electives	22 credits
TOTAL.....	128 credits

Strategic Communication Major

Student Learning Outcomes for Strategic Communication Majors

Upon completing the Strategic Communication Program at High Point University, students will:

1. Understand issues, problems, trends and ethical concerns in advertising, health communication, social media, and public relations industries;
2. Apply theoretical understanding of professional message development to write persuasive messages in accepted styles and conventions for identified audiences;
3. Apply theoretical concepts in visual and aural design and construct persuasive still images with contemporary tools for identified audiences;
4. Analyze how research is employed throughout the strategic communication process and apply research methods to an original project;
5. Synthesize major components of the communication process by applying both theories and best practices;

6. Assume entry level positions in the strategic communication industries or attend graduate school in a related discipline;

Requirements for the B.A. in Strategic Communication (56 credits)

In order to complete the major in Strategic Communication, students must complete the following requirements.

Communication Core Requirements (40 credits)

- COM 1110. Human Communication (4)
 COM 1112. Audio and Video Software Packages (2)
 COM 1113. Graphic Software Packages (2)
 COM 1450. Media Law and Literacy (2)
 COM 3450. Media Law and Ethics (2)
 STC 2225. Foundations of Strategic Communication (4)
 STC 2260. Agency Practicum (2)
 STC 4345. Social Media and Analytics (4) **or** MKT 4100. Social Media Marketing Strategy (4)
 STC 3365. Persuasion and Crisis Analysis (2)
 STC 3385. Research and Analysis (4)
 STC 4415. Campaign Management (4)
 STC 3305. Strategic Message Development for Government and Public Affairs (2)
 STC 3315. Strategic Message Development for Public Relations (2)
 STC 3325. Strategic Message Development for Advertising (2)
 STC 3335. Strategic Message Development for Health and Nonprofit (2)

Non-Major Requirement (4 credits)

- ENG 2125. Introduction to Professional Writing (4)

Major Electives (12 credits)

Choose 12 credits from the following list of courses:

- ART 2050. Digital Art and Design (4)
 ART 3680. Digital Photography (4)
 BUA 2991. International Business Communication (4)
 MPE 2011. Multi-Camera Production (4)
 COM 2210. Persuasive Speaking (1)*
 COM 4444. Independent Study (1-4)
 COM 4811. Internship (4)*
 EMG 1200. Introduction to Event Management (4)

EMG 2300. Event Operations (4)
EMG 3200. Event Marketing and Sponsorship (4)
ENG 2130. Professional Writing in the Medical Humanities (4)
ENG 2135. Technical Writing (4)
ENG 2140. Digital Writing for Social Action (4)
ENG 2150. Writing About Science (4)
ENT 2810. Dilemmas and Debates in Entrepreneurship (2)
JOU 2243. Reporting and Writing Across Platforms (4)
JOU 2283. Multimedia Storytelling (4)
JOU 3313. Feature Writing (4)
JOU 3323. Copy Editing (4)
JOU 3331. Video Journalism (4)
JOU 3363. Opinion Writing (4)
MGT 2220. Principles of Management and Organizational Behavior (4)
MKT 2110. Principles of Marketing (4)*
MKT 3180. Marketing Communications (4)
MKT 3600. Sales in Dynamic Environments (4)
MKT 3750. International Marketing (4)
MPE 2221. Audio Production (4)
MPE/GDS 3361. Motion Graphics (4)
POP 2204. Media and Popular Culture (4)
POP 3314. Visual Rhetoric and Design (4)
POP 4414. Advertising and Consumer Culture (4)
SPC 2256. Sport and Communication (4)
STC 3355. Media Buying and Planning (2)
STC 4545. Applied Social Media (4)
STC 226x. Practicum (2)
STC 2881/3881/4881 Special Topics (1-4)

**These courses are recommended by the faculty of the Nido R. Qubein School of Communication.*

Requirements for the Minor in Strategic Communication (20 credits)

COM 1113. Graphic Software Packages (2)
STC 2225. Foundations of Strategic Communication (4)
ENG 2125. Introduction to Professional Writing (4)

Select four credits from the following list of courses:

STC 3315. Message Development in Public Relations (2)

STC 3325. Message Development in Advertising (2)
STC 3305. Message Development in Government (2)
STC 3335. Message Development in Health (2)

Select six credits from any additional STC course EXCEPT STC 2235. Public Relations Techniques.

Other Minors in the Nido R. Qubein School of Communication

Requirements for the Minor in Communication (20 credits)

COM 1110. Human Communication (4)
COM 1112. Audio and Video Software Packages (2)
COM 1113. Graphic Software Packages (2)

12 credits of COM classes, of which at least 8 credits must be at the 3000-level or above.

B.A. to M.A. Program in Strategic Communication

The B.A. to M.A. program in Strategic Communication is a selective and demanding option that allows students pursuing a B.A. degree at High Point University to complete both an undergraduate degree in Communication and a master's degree in Strategic Communication within a five-year time frame. While students are in the process of completing their undergraduate major, they can apply for admission into the program in their junior year, begin taking prescribed graduate-level classes in their senior year, and complete their M.A. in their 5th year.

For students in the B.A. to M.A. program, three of the M.A.-level courses (9 credits) taken during the senior undergraduate year will be counted toward the requirements of both the bachelor's and master's degrees.

Course Descriptions

COM 1050. Media Fellows Colloquium. This colloquium is to provide a forum where Media Fellows work with faculty on projects and events related to the Media Fellows program. Students and faculty will lead discussions and workshops pertaining specifically to the Media Fellows and which could include topics such as media production, research, career development, professionalism, and upcoming events and trips. Repeatable for up to four credits. *One credit.*

COM 1110. Human Communication. This course presents fundamental communication theories as applied in various public speaking, interpersonal and small group communication contexts and provides both a theoretical foundation and a practical framework for future studies in the Communication area. *Four credits.*

COM 1112. Mediated Communication Systems: Audio and Video Software Packages. Introduction to the digital technologies employed by the media industries to record, store, edit and deliver information to audiences. This course provides an introduction to audio and video software packages. *Two credits.*

COM 1113. Mediated Communication Systems: Graphic Software Packages. Introduction to the digital technologies employed by the media industries to design, edit, store, and deliver information to audiences. This course provides an introduction to graphic software packages. Students begin a digital portfolio. *Two credits.*

COM 1450 Media Law and Literacy. Students will learn about the central role the First Amendment played as the founding fathers established the world's first constitutional democracy and the importance today of enduring First Amendment values in our system of democratic self-government. Students will gain a solid understanding of the philosophical roots of freedom of expression and how First Amendment protections evolved over time into a system that touches every major they might be pursuing as future professional communicators. A second important goal of this course, in the age of online disinformation and so-called "fake news," is to help students begin to become savvy and discerning consumers of information. They will leave the course able to cast a more critical eye on sources of information, especially online, and possible motives these sources might have to distort or even fabricate "news." They will understand the delicate balance our civic culture requires to assure the free flow of information but also to, as Ronald Reagan would say, "trust but verify." *Two credits.*

COM 2000/3000. Communication Workshop.

Communication workshop allows students to receive credit for intensive instruction or certification in communication related hardware, software, research, or production techniques. Different topics are offered in each workshop. *Course is graded on a Pass/Fail basis. A maximum of 4 workshop credits may be counted towards the 128 credits needed for graduation but the course will not count towards the COM major or minor. Some prerequisites may be required depending on the topic offered. One to two credits.*

COM 2001. Techniques in Media Production. As an introductory level video production class, COM 2001 centers on basic techniques of field production and editing. Students will cover pre-production, production, and post-production skills through hands-on exercises. The class will particularly emphasize basic, shooting, editing, audio, and lighting techniques. These skills will prepare students for successful completion upper-level video classes. *Four credits.*

COM 2210. Persuasive Speaking. This course focuses on the key skills in developing and delivering a persuasive speech. Students complete a series of modules that overview aspects of public speaking and then meet in face-to-face workshops where they deliver speeches and critique other speakers. This pass/fail course, which meets five times, requires that students demonstrate competency in all course components and allows students to complete some assignments multiple times to ensure skill development. *One credit.*

COM 2235. Public Relations Techniques. This course introduces students to the role public relations plays in helping nonprofit organizations achieve their goals. Emphasis is placed on the execution of various public relations tactics commonly used by nonprofit organizations. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

COM 2261. Radio Practicum. Practical application of theory from Communication courses in work for the campus radio station. *Course is graded on a Pass/Fail basis. Course may be repeated once. Two credits.*

COM 2265. Practicum in Publicity Methods. This course introduces students to the use of basic publicity methods, e.g., news releases, public service announcement, media alerts, forms of social media, etc. through the development of such tactics for on-campus clients and local non-profit organizations. *Course is graded on a Pass/Fail basis. Course may be repeated once. Prerequisite: STC 2225 or COM 2235. Two credits.*

COM 2266. Media and Popular Culture Practicum.

Practical application of knowledge learned in Communication courses will be employed to critique both student and/or professional media. Students will study the works of professional critics and then write and produce reviews of popular culture texts such as film, TV, music, food, games, or books. Course is graded on a Pass/Fail basis. Course may be repeated once. *Prerequisites: COM 1112, 1113 and COM 2204 or COM 2234 or permission of instructor. Two credits.*

COM 2267/PSC/IDS 2255. Survey Research Center Practicum.

An interdisciplinary introduction to survey research methodology that provides students with hands-on experience conducting phone-based surveys as an interviewer in High Point University's Survey Research Center. Students will receive training in research ethics and interviewing skills, as well as obtain experience designing, collecting, and analyzing surveys. *Options: Two credits or one credit. Can be repeated for one credit, up to 3 semesters.*

COM 2268. Game Practicum. Practical application of theory from Communication courses in work for game development. Students are introduced to methods used in both professional and independent studios. *Course is graded on a Pass/Fail basis. Course may be repeated once. Prerequisite: COM 2252 or instructor permission. Two credits.*

COM/WGS/SOA 2274. Women, Gender, and Culture.

This course is an interdisciplinary survey of the historical and contemporary practices and perspectives of women's studies in America, exploring the range of voices from our forefathers of past decades to young females today. We will question systems of oppression, differences, and hierarchies; look at the interactions of sexuality and power; examine the social construction of gender; explore the performative aspect of gender; delve into women's connection to both high and popular culture; and analyze the ways in which our society inscribes gender on our physical bodies. Attention will also be given to various situations of women outside of the United States. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

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

COM 2990. Media Fellows Seminars. This course is required for Media Fellows each semester of their participation in the program. Students will examine current issues and trends in the communication industries. There will be a variety of topics and speakers. Engagement will include lectures, discussions, screenings, workshops and guest speakers. Two Fridays per month will be devoted to specific cohorts of Media Fellows (for example: first-year project management workshop, research/creative works preparation workshop; third-year seminar on internships).

Two Fridays will be workshops, discussion and seminars for the full Media Fellows population. Students must attend a set number of seminars. *Prerequisite: Students must be Media Fellows in good standing. Variable credit.*

COM 3321. Audio Production II. This class builds on the basic audio production skills covered in MPE 2221. Audio Production I. In addition to continuing to exercise storytelling and recording skills, COM 3321 focuses on the scientific principles of sound, and on how to use multi-track audio recording and mixing equipment to produce solid audio productions. *Prerequisite: MPE 2221. Four credits.*

COM 3322. Character and User-Interface Design.

Students will gain knowledge of the representational and interactive implications of character design. The relationship between character, story, and gameplay are examined. Historical and contemporary user input devices and UI are surveyed. Students will design compelling characters for a variety of game types and modify (mod) user interfaces. *Prerequisite: COM 2252. Four credits.*

COM 3340. Message Development in Government and Public Affairs.

This writing-intensive course helps students understand how to gathering audience data, develop research briefs, and create messages to influence policy discussions. The course also focuses on the role of communication and campaign efforts policy promotion. Examples of current policy initiatives are used to analyze how message features are associated with outcomes. Students will learn how to write speeches for different audiences and different speakers. *Prerequisites: COM 1110, COM 1112, COM 1113, and COM 2225. Two credits.*

COM 3373. Investigative Reporting.

This course explores how to conduct investigative and in-depth reporting. Course teaches students how to go beyond the day-to-day newsroom journalism to bring context and meaning to stories. Emphasis on improving a journalist's credibility and accuracy through the use of documents and databases; effective interviewing, and fieldwork. *Prerequisite: COM 2243. Four credits.*

COM 3375. Communication Campaign Analysis and Design.

This course focuses on the role communication plays in the prevention of illness, the promotion of health, and the maintenance of healthy living. We will examine the ways health communication campaigns are designed, implemented, and evaluated, describing the critical role of communication research throughout the campaign process. The course cuts across multiple levels of communication, different communication channels, and the use of diverse communication media and technologies. The health communication course will focus on communication



strategies and interventions at four distinct levels: (1) targeted messages at the individual level; (2) social marketing at the community level; (3) public advocacy at the policy level; and (4) media campaigns at the population level. *Prerequisite:* STC 2225 or COM 2235. *Four credits.*

COM 3450. Media Law and Ethics. From the macro view to the micro, this course zeroes in on the specific substantive areas of law that affect each major in the School of Communication—copyright and trademark, libel and trade libel, FTC regulation of advertising, the right to privacy and right of publicity, access to government documents and meetings, confidentiality and trade secrets. Within each area, the course will parse out how each major is potentially affected and what students must know to avoid legal pitfalls they might encounter in their future careers. Throughout the course, students will grapple as well with ethical dilemmas that might arise for journalists, advertising professionals, filmmakers, gamers and so on. They will leave the course with a firm understanding that being legal and being right are two different things, that knowing the legal boundaries is not enough in order to become a competent and ethical professional communicator. *Prerequisites:* COM 1110 and COM 1450. *Two credits.*

COM 4443. Government and Public Affairs Reporting. Concentrated analysis and reporting in special fields, including coverage of government and public policy issues, as well as business, labor, arts, and sciences. *Prerequisite:* COM 2243. *Four credits.*

COM 4996. Strategic Communication Theories, Practices, and Ethics. Open only to students accepted into the B.A. to M.A. program in Communication. *Prerequisite:* Permission of the Graduate Director and instructor. *Three credits.*

COM 4997. Persuasion and Media Effects. Open only to students accepted into the B.A. to M.A. program in Communication. *Prerequisite:* Permission of the Graduate Director and instructor. *Three credits.*

COM 4998. Research Methods. Open only to students accepted into the B.A. to M.A. program in Communication. *Prerequisite:* Permission of the Graduate Director and instructor. *Three credits.*

DOC 3001. Documentary Production Experience. This course will provide students with a framework for production of various documentary styles. The class will collaborate on a semester-long multimedia documentary project, working in groups to create short audio/video documentaries on related topics that will be showcased on a class website. Students will gain experience in all aspects of documentary production, including story development, research, interviewing, shooting, sound design, and editing. Students will be encouraged to pursue topics that explore the documentary form's potential as a tool for social change. *Prerequisite:* COM 2001. *Four credits.*

DOC 4461/4471. Senior Documentary Project. This course will represent the culmination of a student's documentary experience at HPU. Over the course of two semesters (2 credits in the fall, 2 credits in the spring), the student will conceive and produce an original documentary project on a subject and in a medium of his/her choosing (photo, video, audio, transmedia, etc.). The student will research and develop a project proposal in the fall semester and will produce the project in the spring. *Prerequisite: COM 3001. Two credits for each course.*

EMG 1200. Introduction to Event Management. This course familiarizes students with the field of event management using a conceptual framework developed through definitions, models, and case studies. The primary focus of study centers on the formulation of event management strategies across a diverse typology, with special emphasis on the planning, development, and production of events. Topics include historical foundations, project management, staff/volunteer management, sponsorship, marketing, stakeholder relations, customer service, basic operations, economic impact, and creative program planning. Opportunities for experiential fieldwork in on- and off-campus events will be an element of the course. *Prerequisite: Senior registration by permission of instructor only. Four credits.*

EMG 1400. Event Planning and Evaluation. This course presents a sequential model of the event planning process as it relates to the five basic elements of program planning. The course has three primary topic areas: 1) understanding and implementation of event planning models; 2) types of evaluation; and 3) evaluation methods. Subject topics include the principles and philosophy of project management, planning cycles, processes and models, service mapping, evaluation tools and techniques, and data analysis. Required fieldwork at on-campus and off campus events will provide additional experiential elements for this course. *Four credits.*

EMG 2285. Practicum for Corporate Event Planning. This course allows students to put the basic elements of event program planning into practice in a real world setting, either working with an on/off campus client or through the creation of their own events. Students will be part of the planning, preparation, execution, and evaluation of their events playing a significant role in its success. *Prerequisite: EMG 1200. Graded Pass/Fail. Two credits.*

EMG 2300. Event Operations. This course delves deeply into the many operational aspects of event management. Topics include legal issues, risk management, site design, budget/financial controls, revenue generation, safety/

security, sustainability, vendor coordination, attendance/crowd management, accessibility, facilities and equipment, traffic and parking control, permitting, and basic fireworks. Special attention will be paid to the concepts of service mapping/blueprinting for ensuring the success of an event. Opportunities for experiential fieldwork in on- and off-campus events will be an element of the course. *Prerequisite: EMG 1200. Four credits.*

EMG 2400. Event Budget and Finance. This course focuses on the budgetary and financial control aspects associated with events. Topics with include generally accepted accounting practices, revenue generation, grants, philanthropy, purchasing, pricing, cost benefit analysis, and return on investment. There will also be an examination of the basic elements of economic impact studies. Students will gain hands on experience using Excel and other software programs to create event budgets as well as participate in an experiential fundraising and economic impact study opportunities. *Prerequisite: EMG 1200. Four credits.*

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

EMG 3200. Event Marketing and Sponsorship. This course focuses on event marketing and sponsorship in terms of media design and its relationship to production design and experience design as the three building blocks of modern event management. A conceptual framework will review traditional marketing practices for students without a marketing background while introducing the experiential and facilitating components used in event marketing and their extension to event sponsorship. There will be emphasis on examples and case studies that spotlight marketing and sponsorship best practices and success. The student will learn how to formulate event management marketing and sponsorship strategies that are customer-centered experiences. Stakeholder theory and the process of exchanging event benefits for sponsor's assets will be a specific focus of study. Other topics will include particle markets, concepts of infusion and enhancement, tangible and intangible property, and the strategic creation, selling, and servicing of sponsorship deals. *Prerequisite: EMG 1200. Four credits.*

EMG 3300. Administration of Festivals and Events. This class focuses on staff, volunteer, and contractor management as well as board governance, all in relationship to events. Topics will include management theories and practices, policy making, human resource issues, motivation, ethics, collaboration, problem solving, hiring/orientation/training/evaluation, and leadership in special situations. With service work a primary element of event management and

30% of service workers classified as living wage workers, students will also be given an experiential opportunity to gain a better understanding of this concept. *Prerequisite: EMG 1200. Four credits.*

EMG 3500. Events for a Diverse Society. This course is designed to enhance student understanding of leisure and specifically events for a diverse society. Specifically, this course emphasizes events as leisure, tourism, and hospitality spaces for leisure and employment for a multicultural, multiracial, multi-ethnic society, as well as for persons with disabilities. As the course explores the significance of events within our leisure and workplace, it will focus on the impact of leisure delivery systems on diverse populations within our society. In addition, students will learn to think critically, understand and respect different perspectives, and appreciate the cultural and contextual nature of their leisure choices and actions. Implications of personal biases will be a thread throughout the course. *Prerequisite: EMG 1200. Four credits.*

EMG 4300. The Rhetoric of Festivals and Events. Rhetorical analysis of theory related to creating event experiences is useful in understanding the role and significance of festivity, its leadership implications, and especially in examining how community building arises from the creative collaboration of stakeholders. Through the examination of multiple strategies, including Blue Ocean, Flow, PX Theory, Elan Vital, Turbulence, and Kaizen, across the spectrum of anticipation, participation, and reflection, students will learn various ways to create a better event experience. Students will also be introduced to and employ qualitative participant observation techniques to research the behavioral experiences of event attendees. *Prerequisite: EMG 1200. Four credits.*

EMG 4400. Senior Seminar in Event Management. This course will use a seminar format to facilitate the examination and discussion of production, experience, and media design as contemporary issues, trends, and challenges in the field of event management. It will employ a critical thinking skills template for problem topic identification, the logical analysis of related articles and research, and to provide criteria to direct evaluative reasoning. *Prerequisites: EMG 2300 and senior standing. Four credits.*

EMG 4444. Independent Study. Admission by permission of the Dean of the School of Communication to undertake an assignment planned in advance. *One to four credits.*

EMG 4811. Internship in Event Management I. Eligible students will participate in a second internship related to sport management and have a 2.3 overall GPA, a 2.5 GPA in Event Management courses, and a minimum of 16 credits

from the Event Management major, including an introductory course in EMG and an advanced level EMG course. *Prerequisites: EMG 1200 and EMG 2300. Four credits.*

EMG 4816. Internship in Event Management II. Eligible students will participate in a second internship related to sport management and have a 2.3 overall GPA, a 2.5 GPA in Event Management courses, and a minimum of 16 credits from the Event Management major, including an introductory course in EMG and an advanced level EMG course. Student must have successfully completed EMG 4811. *Prerequisites: EMG 4811 and consent of instructor. Two credits.*

GAM 1000. Introduction to Game and Interactive Media Design. This course introduces students to the fundamentals of game and interactive media design for AAA & indie game companies, board & card games, and other digital and analogue interactive contexts. Topics covered include game design basics such as: mechanics, rules, narrative, art, sound, level design, critical design, and world-building; the process of game-making such as: industry roles, pitching, prototyping, development, and play-testing, and the influence of the player such as agency, critical play, and cultural influence. Introductory and digital game tools will be introduced. Assignments include oral, written, and production components with an emphasis on group work. *Four credits.*

GAM 2000/3000. Game-Based Workshop. Game workshop allows students to receive credit for intensive instruction or certification in game related hardware, software, production, or research techniques. Different topics are offered in each workshop. Course is graded on a Pass/Fail basis. *Some prerequisites may be required depending on the topic offered. One to two credits.*

GAM 2222. Games and Society. Focuses on the cultural impact of games by examining the history of games and contemporary issues including the relationship between games and violence, representation of race, gender, and sexuality, and the serious games movement. Students are required to attend a series of movie screenings and discussion sessions outside of class. *Four credits.*

GAM 2252. Theory and Design of Games. Introduction to critical/cultural studies approaches to game studies, including rhetorical, ludological, and cybernetic criticism. The contributions of literature, film, and theatre to the study of games are also examined. Students will also gain extensive experience with and be exposed to close readings of canonical games. A research paper engaging the theory or criticism of games is required. *Four credits.*

GAM 2262. Video Practicum. Practical application of theory from Communication courses in work for University and School video production projects. *Course is graded on a Pass/Fail basis. Course may be repeated once. Prerequisite: COM 2001. Two credits.*

GAM 2272. Games Industries and Organizations.

Overview of games-related professions in public, private, and non-profit sectors as well as intersections between game industry and other creative industries. IP, digital distribution, proprietary software and middleware, and organizational practices of various industry leaders are discussed. Relationships between the game industry and regulatory agencies are surveyed. Four credits.

GAM 2282. Players, Gamers, and Game Cultures.

Introduces students to player-centered studies of games. Typologies of players and the distinction between player and gamer are introduced. The culture, socialization, and values of traditional and virtual gaming communities are examined. Students will attend some class sessions in the persistent world of a massively multiplayer online game and complete an in-depth study of a community of players. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

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

GAM 3000. Game Based Workshop. Repeatable up to four credits total. *One credit.*

GAM 3302. Narrative and Interactive Fiction.

Examines the role of story in the theory, design, and scripting of games. Students will craft game narratives using commercial game editing software and scripting language. *Prerequisite: GAM 2252. Four credits.*

GAM 3312. Principles and Practices of Interactivity.

Examines forms of interactivity in games and other media. Typologies of interaction and rhetorics of interactive media. Students will gain first-hands experience using, manipulating, and modifying various games and interactive media. *Prerequisite: GAM 2252. Four credits.*

GAM 3342. Theory and Criticism of Games. This course introduces students to critical approaches to the study of games. Game genres and the concept of fun are examined in-depth. Emphasis is placed on understanding games as texts mediating social, cultural and individual relationships. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

GAM 3352. Game Development. Overview of the game development process from conception to the publisher. The shift from author to team-based development and the roles and responsibilities of team members is stressed. Students

will collaborate on the design and preliminary work-up of a game and pitch their projects to a publisher. *Prerequisite: GAM 2252. Four credits.*

GAM 3362. Puzzle, Obstacle, and Level Design.

Introduces principles and practices involved in creating compelling interactive experiences. Students will craft a series of puzzles and scenarios for non-digital games and design multiple levels for a digital game using commercial game modifying software and scripting language. *Prerequisite: GAM 2252. Four credits.*

GAM/WGS 3372. Games and Identity. This course examines the intersections of gender, race, culture, ethnicity, and sexuality with videogame play. Students will complete the course with an understanding of how games represent and stereotype groups, identities are constructed, and the effect identities have on the interpretations, production of, access to, and enjoyment of games. Readings will include cultural and interpretive theoretical texts in game studies, gender studies, digital rhetoric, and the social sciences. This interdisciplinary course, which pulls from the humanities and the social sciences, helps students become critical thinkers and researchers of new media while providing them with a theoretical vocabulary that will help inform their future research and creative projects. *Prerequisites: ENG 1103 and Sophomore standing. This class serves as a general elective for majors and non-majors. Four credits.*

GAM 3432. Character Design. Students will gain knowledge of the representational and interactive implications of character design. The relationship between character, story, and gameplay are examined. Students will use various media to design compelling characters for a variety of game types. *Prerequisite: GAM 2252. Four credits.*

GAM 3442 User-Interface Design. Historical and contemporary user input devices and UI are surveyed. Students will learn the importance of user-interface design and learn industry-standard techniques and approaches to designing user-interfaces. Students will prototype and design compelling UI schemes for a variety of game types. *Prerequisite: GAM 2252. Four credits.*

GAM 4412. Digital Game Prototyping. Students learn to make prototypes for digital games using non-digital and digital methods. The process of game testing and the role of prototyping in the game development process are examined. Students will learn to use Action Script to create animation and interaction for digital game prototypes using the Macromedia Flash Player. *Prerequisite: GAM 2252. Four credits.*

GAM 4432. 3D Modeling for Video Games. This course introduces principles and practices involved in creating compelling 3D models for video game production. Students

will create low-poly and high-poly models, and gain understanding of the processes of uv-unwrapping, material creation, and baking normal maps. Upon completion of this course, students will be able to create game-ready 3D assets and character models for video games. *Four credits.*

GAM 4444. Independent Study. Admission by permission of the Dean of the School of Communication to undertake an assignment planned in advance. *One to four credits.*

GAM 4492. Collaborative Game Design and Development. Capstone experience in the Game and Interactive Media Design sequence. In teams, students will work across and outside of typical production roles in order to design, prototype, and iterate a digital game. *Prerequisites: Senior standing and GAM 3352. Four credits.*

GAM 4811. Internship in Game and Interactive Media Design I. Students will participate in internships related to their sequence and have a 2.3 overall GPA, a 2.5 GPA in Game and Interactive Media Design courses, and a minimum of 16 credits from the Game and Interactive Media Design major, including an introductory course in GAM and an advanced level GAM course. The student must complete 160 clock hours at the site. *Prerequisites: Junior standing, COM 1110, COM 1112, and COM 1113. Four credits.*

GAM 4816. Internship in Game and Interactive Media Design II. Eligible students will participate in a second internship related to their sequence and have a 2.3 overall GPA, a 2.5 GPA in Game and Interactive Media Design courses, and a minimum of 16 credits from the Game and Interactive Media Design major, including an introductory course in GAM and an advanced level GAM course. The student must complete 80 clock hours at the site. *Prerequisite: GAM 4811 and consent of instructor. Two credits.*

JOU 1300. Never Stay Silent: The History of the Fourth Estate and News Literacy. Journalism's crucial role in helping democracy function is sometimes forgotten amid the clamor of partisan debate and the messy nature of the news business. Students will examine the important role journalism has played in American society. Students will also take skillful possession of their power as citizens by becoming perceptive news consumers. This course seeks to help students recognize the differences between news and propaganda, news and opinion, bias and fairness, assertion and verification, and evidence and inference. *Two credits.*

JOU 2200. Mastering the Interview. The course will examine the process and theories of conducting various types of interviews and explores the use and methods of journalistic inquiry. Students will learn skills and hone their application through practical exercises in class and special field assignments. *Two credits.*

JOU 2201. Infographics. This course is an introduction to the basics of the visual representation of data. In this class you will learn how to design successful charts and maps, and how to arrange them to compose cohesive storytelling pieces. We will also discuss ethical issues when designing graphics, and how the principles of Graphic Design and of Interaction Design apply to the visualization of information. The course will have a theoretical component, as we will cover the main rules of the discipline, and also a practical one, as you will learn how to use Adobe Illustrator to design basic infographics and mock ups for interactive visualizations. You do not need any previous experience in infographics and visualization to take this course. With the readings, video lectures and tutorials available through the course, you will acquire enough skills to start producing compelling simple infographics almost right away. *Corequisite: JOU 2243. Two credits.*

JOU 2203. Digital Journalism Practicum. Practical application of theory from Journalism courses to work for the student journalism website. *Prerequisite: JOU 2243. Two credits.*

JOU 2204. Broadcast Practicum. Practical application of theory from Journalism courses to work for the student television newscast. *Prerequisite: JOU 2243. Two credits.*

JOU 2243. Convergent Journalism I. Convergent Journalism I is an introductory writing course in the field of journalism designed to introduce students to the basic principles and techniques of news writing and reporting in a converged media society. Students will learn the necessary writing skills for various media; journalistic skills as well as ethics in journalism. *Prerequisites: COM 2001 and either ENG 1102 or ENG 1103. Four credits.*

JOU 2263. Newspaper Practicum. Practical application of theory from Communication courses in work for the campus newspaper. *Prerequisite: JOU 2243. Course is graded on a Pass/Fail basis. Course may be repeated once. Two credits.*

JOU 2283. Multimedia Storytelling. Introduction to multimedia skills and applying them to produce more effective Web-based stories. Skills include photography; audio and video slideshows; audio and video editing. *Prerequisite: JOU 2243. Two credits.*

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

JOU 3102. Journalism of Empathy. Students will look at the history and recent practice of empathetic nonfiction, using seminal readings as models for their own writing and reporting. Assignments will require original reporting and offer a chance to experiment with elements of narrative writing

such as setting scenes, developing character, dialog, conflict, and, when appropriate, the first person voice.

Prerequisite: JOU 2243. Two credits.

JOU 3103. Business Journalism. This course introduces students to the fundamental principles and practice of business, finance and economics. It also trains students to report and write on contemporary business and economic issues. It is designed to provide an understanding of economic, business and financial news and how to write it. *Prerequisite: JOU 2243. Two credits.*

JOU 3104. Fashion Journalism. This course will introduce students to fashion journalism. The designers. The models. The stars. Fashion journalists report about that and more. But not all is glamorous. Tough interviewing, researching, and strong analytical skills enable writers to sift through the hype and relay the story to readers. This class will introduce students to the basics of this ever-growing profession. *Prerequisite: JOU 2243. Two credits.*

JOU 3105. Environmental Journalism. This course will introduce students to environmental journalism; help students find the most accurate, credible, and timeliest information on science and issues; and ground students in the essentials of environmental reporting – discerning uncompromised expert sources, using descriptive storytelling to relate real-world impact, and tapping the primary databases and other tools commonly used by environmental reporters. *Prerequisite: JOU 2243. Two credits.*

JOU 3106. International Journalism. The world is shrinking. Globalization, the growth of the Internet, new advances in communication technology and the explosion of social media have increasingly made journalism an international endeavor. Students studying journalism today could well find themselves someday covering business, politics, disasters or conflicts in any corner of the world, sometimes parachuting in with little opportunity to learn about the culture first. This course is designed to help students prepare for a career in international journalism by teaching a range of reporting skills. Students will familiarize themselves with international journalism practices and issues with a focus on coverage of the Middle East by national and international journalists. Lessons will include how to cover a foreign culture, how to work with an interpreter, how to find stories in an unfamiliar land, how to cover conflict, how to gather multiple points of view, how to shoot photos, and how to interview sources. In addition, students will study how different types of media organizations portray the Middle East. *Prerequisite: JOU 2243. Two credits.*

JOU 3107. Political Journalism. This course teaches students the fundamentals of covering the American political world, as well as larger concepts that can help generate deeper context and understanding. Many reporters at some time in their careers are tossed into covering local races for school boards, city councils or county offices. Others make careers out of covering large city governments or state and federal government. This course is designed to provide a broad overview of this beat, from the grassroots to the White House. The course is built on the belief that the purpose of journalism is to serve the community and the purpose of political journalism is to give citizens the information they need to participate in civic affairs. To those ends, political reporting covers government and governance, campaigns and candidates, tactics and strategies and policy issues in the public arena. *Prerequisite: JOU 2243. Two credits.*

JOU 3108. Entertainment Journalism. Students will learn to identify what constitutes successful reporting on the entertainment industry and compelling criticism, and employ those same standards while writing about various facets of entertainment and their place in our culture. *Prerequisite: JOU 243. Two credits.*



JOU 3109. Tech and Game Reviews. Both technology and the video game industry are exploding. But major challenges have surfaced with this explosion. Students will work individually and in teams to play and analyze games and technology, identify and apply basic principles of interactive entertainment and game design, analyze future trends and issues in technology and the video game industry, and write thoughtful and engaging reviews. *Prerequisite:* JOU 2243. *Two credits.*

JOU 3110. Data Journalism. Every day, more of our lives are stored in a database somewhere. With that explosion of data, journalists now need the skills to analyze and understand data to then produce the stories hidden in the information. In this course, students will use brainpower and software to look at raw data—not summarized and already reported information—to do investigative reporting. Students will engage with code, data, basic stats and the thinking that goes with it. And then they will practice journalism. *Prerequisite:* JOU 2243. *Two credits.*

JOU 3202. News Producing. In this course students will learn and practice the basics of broadcast newscast producing. While the focus will be on television news, much of what students learn and practice will be applicable to all digital platforms. Students will practice and refine producer skills and combine them with the complex and creative techniques necessary for broadcast news production. Students will spend a great deal of time and energy in the lab portion of class producing—or helping to produce—actual television news programs. Students will learn first-hand the challenges of designing, writing, editing and implementing a broadcast news program. Each student will produce a minimum of one newscast and be an associate producer for every other newscast produced on his/her lab day. Students will each experience the challenge and the thrill of creating television news. *Prerequisites:* JOU 2243 and JOU 3201. *Four credits.*

JOU 3301. Talking the Talk—Radio and TV Talk Shows. This course is designed to give an overview of various broadcast performing styles and situations in both Radio and TV talk shows. In addition to practice and performance of several styles, students will submit written analyses of professional performances. *Prerequisite:* JOU 2243. *Two credits.*

JOU 3313. Feature Writing. Feature Writing is an in-depth study of journalistic storytelling for print and online media as well as freelance markets. Special emphasis is given on utilizing observational skills as well as narrative, description, anecdotes and compositional techniques to tell a story. The course incorporates the use of video, audio and images to create multimedia stories. *Prerequisites:* ENG 1102 or ENG 1103, and JOU 2243. *Four credits.*

JOU 3323. Copy Editing. Introduction to the skills and techniques required for story publication. Practical work will focus on editing various forms of news stories and practicing writing headlines. *Prerequisite:* JOU 2243. *Four credits.*

JOU 3331. Video Journalism Reporting. This class builds on the technical and creative video production techniques taught in MPE 2011 with a specific focus on broadcast news. Students further explore, and develop a deeper understanding of, each stage of video production, including lighting, sound, camera techniques, editing, and storytelling. To this end, students will exercise their skills through hands-on field productions and editing assignments related to the production skills in the broadcast journalism industry. Students are expected to have a basic working knowledge of video production upon entering the class. *Prerequisites:* COM 2001 and JOU 2243. *Four credits.*

JOU 3363. Opinion Writing. In-depth study of and practice in critical and editorial writing. Special emphasis on newspaper and electronic media editorials, opinion columns and reviews. This course aims to help students think critically and write persuasive arguments. *Prerequisite:* JOU 2243. *Four credits.*

JOU 4100. Journalism Residency. Students will put into practice what they have learned, working alongside professional journalists at one of NQSC's numerous media partners, gaining real-world experience to propel their careers. Students will report, write and produce content on multiple media platforms as they immerse themselves with media outlets while working under deadline pressure to build confidence. *Prerequisites:* JOU 2243, JOU 3200. *Eight credits.*

JOU 4343. Convergent Journalism II. Building on skills acquired in COM 2243, this class focuses on the techniques of news gathering, interviewing, reporting and journalistic writing in a convergent media environment. Professionalism is emphasized; Students should think of themselves as reporters and the instructor as their editor. *Prerequisites:* JOU 2243 and JOU 3323. *Four credits.* [SL]

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

MPE 1361. Digital Imaging. This course will introduce students to the technology and professional practices of digital imaging. Students will learn technical skills and design principles involved in the creation, manipulation, and optimization of raster and vector graphics. Special emphasis will be placed on preparing graphics for use in video production. *One credit.*

MPE 2011. Multi-Camera Production. Students will expand upon the technical skills learned in COM 2001 to create multi-camera productions. Students will learn how to operate equipment that is unique to studio and multi-camera production. Students will learn explore producing and directing strategies for multi-camera programs and events. Students will produce, write, shoot, and edit studio and remote multi-camera assignments. *Prerequisite: COM 2001. Co-requisite: MPE 2012. Four credits.*

MPE 2012. Real-Time Graphics Lab. This lab section, which runs concurrently with MPE 2011 (Multi-Camera Production), introduces students to the Ross Xpression real-time motion graphics generation system that they will use in the TV studio. Students will learn to create basic graphics and animations to be used in live productions. *Graded pass/fail. One credit.*

MPE 2221. Audio Production. A study of the principles and techniques of audio production. Practice in creating original programs. Lab time required. *Four credits.*

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

MPE 3001. Post-Production Workshop. This course allows students to explore advanced techniques in postproduction editing. Emphasis will be placed on story structure, sound design, editing effects/compositing, and color correction. *Two credits.*

MPE 3002. Cinematography and Lighting Workshop. This course will expose students to cinema-style, single camera production. Students will work with cinema-caliber cameras, lenses, and accessories. Emphasis will be on placed on how to achieve creative control of camera and lighting to achieve feature film quality imagery. *Two credits.*

MPE 3003. Directing Workshop. This course will explore the role of the director as the visual architect of a production. Students will delve into directing responsibilities through the different stages of production. The course will include such topics as working with actors, talent and camera blocking, and script analysis. *Two credits.*

MPE/GDS 3361. Motion Graphics. This course focuses on the theory and practice of motion graphic design. Students will learn to create effective, efficient, and dynamic motion graphics for use in motion pictures, broadcast media and the web. Class time will be divided between screenings, discussions, exercises and lab time. *Prerequisites: COM 1113, MPE 1361, or ART 2050. Four credits.*

MPE 3551. Program Production for Organizations. Students learn to write and produce projects that support the needs of for profit and non-profit organizations using the latest in digital video and audio technology. The coursework focuses on the development of effective craft and message design skills necessary in producing corporate image videos, press conferences, video news releases and promotional messages for external and internal publics. *Prerequisites: MPE 2011, STC 2225, and POP 3311. Four credits.*

MPE 4361. Motion Graphics II. This course focuses on the theory and practice of advanced motion graphics design. Students will build on the skills learned in MPE/GDS 3361 (Motion Graphics) to create increasingly sophisticated and technically complex motion graphics for use in motion pictures, broadcast media and the web. *Prerequisite: MPE/GDS 3361. Four credits.*

MPE 4444. Independent Study. Admission by permission of the Dean of the School of Communication to undertake an assignment planned in advance. *One to four credits.*

MPE 4451. Senior Production Experience. The Senior Production Experience allows students to further their knowledge and enhance their skills in video production by participating in the production of longer-form or serial projects. Students work under the supervision and guidance of the instructor. The conduct of the course is designed to help students increase their skills in manners not covered in other production classes. *Prerequisites: POP 3311 or COM 3321 or COM 3331 or COM 3341, or permission of the instructor. Four credits.*

MPE 4500. Media Entrepreneurship. This course introduces students to the extent and rigor of both qualitative and quantitative assessments required by communication practitioners considering development of their own communication business. Emphasis will be placed on developing and evaluating the viability of a business concept selected by the student and producing a valid business plan. *Prerequisite: MTH 1110 or higher and COM 1110. Four credits.*

MPE 4811. Internship in Media Entrepreneurship I.

Students will participate in internships related to their sequence and have a 2.3 overall GPA, a 2.5 GPA in Media Entrepreneurship courses, and a minimum of 16 credits from the Media Entrepreneurship major, including an introductory course in MPE and an advanced level MPE course. The student must complete 160 clock hours at the site. *Prerequisites: Junior standing, COM 1110, COM 1112, and COM 1113. Four credits.*

MPE 4816. Internship in Media Entrepreneurship II.

Eligible students will participate in a second internship related to their sequence and have a 2.3 overall GPA, a 2.5 GPA in Media Entrepreneurship courses, and a minimum of 16 credits from the Media Entrepreneurship major, including an introductory course in MPE and an advanced level MPE course. Student must have successfully completed MPE 4811. The student must complete 80 clock hours at the site. *Prerequisite: MPE 4811 and consent of instructor. Two credits.*

POP 2204. Media and Popular Culture. This course assists students in developing an understanding and appreciation for mediated popular culture in its social and theoretical contexts. Students engage in a variety of critical and rhetorical theories—narrativity, feminisms, neo-Marxism, visual pleasure, media logic, parasocial relationship, cultivation analysis, and social learning theory—as a means to understand the extent to which media and popular culture inform and construct our lives. Heavy emphasis is given to our theoretic analysis in both oral and written expression. *Prerequisites: ENG 1102 or ENG 1103, POP major or permission of the instructor. Four credits.*

POP 2231. Writing for Media Production. The class centers on writing scripts for film and electronic media, with an emphasis on the creative process and the ways they are influenced by the technical demands of the electronic media. Students will exercise their writing skills through workshops and assignments, and critically evaluate scripts. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

POP 2234. Film History and Analysis. This course is designed to give students an overview of the development of motion pictures from a historical, critical, and technological perspective. In addition to surveying the history of motion pictures, the student will learn the rudiments of film analysis and the critical terminology necessary for an introductory level understanding of film. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

POP 2241. Electronic Media History and Development.

This class is a survey of the radio and television industries, with an emphasis on their formation, growth, and change. The course examines the historical development of broadcasting, as well as its political, social, and economic impact. The class also examines broadcasting principles, tools, and skills. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

POP 2284. Sit Coms, Reality TV, and Beyond.

This course is designed to provide an understanding of television from its historical roots to its role in a converged media environment. In addition to studying industry practices (including programming and ratings), students will examine a variety of television texts, including advertisements. Students will learn about the formal and structural qualities of different television genres and will employ a number of theories to analyze television's role in society. This class will revisit ideas and theories introduced in POP 2204 Media and Popular Culture, further investigating the many ways in which media influence our lives and shape our culture. *Four credits.*

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

POP 3007. Audio for Visual Media. Students learn tools, methods and workflows used in audio post production for digital media. Studio and field techniques used in audio and video synchronization, Foley recording, automated dialogue replacement, signal processing, mixing and layback are explored. *Prerequisite: POP 3311. Two credits.*

POP 3008. Camera Mounts and Rigs. Students are introduced to additional camera support tools and methods used in digital production including shoulder mounts, camera dollies, jib arms and Steadicam. *Prerequisite: POP 3311. Two credits.*

POP 3231. Writing for the Screen. Writing for motion pictures and dramatic television requires a deeper understanding of story, structure, narrative drive, characterization, dialogue, and scenes. This course focuses on the development and writing of longer form stories for the screen. Students develop their ideas from pitch to screenplay, sharing their writing and learning to critically evaluate the longer form story. *Prerequisite: POP 2231 or permission of the instructor. Four credits.*

POP 3311. Narrative Production. Through a series of collaborative assignments and exercises, students develop a deeper understanding of narrative storytelling and the steps used in the production life cycle while producing a series of original short film projects. Emphasis is placed on using the tools of production including camera, lighting, sound and editing in the service of story and cinematic expression. *Prerequisites: COM 2001, POP 2231. Co-requisite: POP 3004. Four credits.*

POP 3314. Visual Rhetoric and Design. An analysis of the ways that visual images and messages shape our understanding and relationships, with an emphasis on the study and application of various components of web development: invention, style, audience, technology, design, aesthetics, and rhetorical messages. *Four credits.*

POP 3324. Myth and Media. This course examines stories that have emerged as types of popular myth in film, television, and other media. Myth is defined here as stories that hold a prominent place in the culture and that illuminate elements of a culture's values, hopes and fears. These include adaptations of classic fairy tales such as Cinderella, as well as persistent variations on other themes such as "the American dream," "rags to riches," superheroes, and "humble orphan" stories. *Four credits.*

POP/SOA/WGS 3334. Media Representations: Race, Class, Gender. This course is a critical and theoretical study of the assumptions and representations of mainstream media—advertising, music, film, television, comics and animation—through the lenses of gender, race, ethnicity, whiteness, sexuality, age, and ability, considering media content as well as media production and audience reception. *Four credits.*

POP/SOA 3344. Black-American Voices: Stories and Sounds. This course enjoys the magnificent wealth of African-American literature, spoken word, personal narratives, and music. Starting with voices from the days of slavery and moving up through the contemporary hip-hop and neo-soul music, students will explore the history, culture, and politics of the African-American experience. *Four credits.*

POP 3354. History of Documentary Film. This course explores the history of documentary film and examines documentaries' role in both reflecting and shaping the history of their time. In essays and class discussions, students will examine how and why documentary filmmakers make their films, how documentaries fit into

their historical moment, and how filmmakers use conventions and artistry as tools of persuasion. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

POP/GBS/WGS 3374. Global Media Representation of Women. This course examines theoretical as well as key issues on global media representations of women. Topics include the nature of media and how it creates and challenges stereotypes, as well as its exclusionary representation. We will examine women's portrayals in media forms that include: television, print and online media, music videos, advertisements, videogames, etc. We will also examine the work of women in the industry. *Four credits. [GS]*

POP 3384. History of Hip Hop Culture. A theoretical exploration of the social impact and cultural contributions of hip hop. Emphasis is given to its intersection with race, gender, sexuality, nationality, economics, and politics as well as its rhetorical roots. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*



POP 3394. Media Masters. Students explore the creative works and careers of noteworthy media masters in film, television, and new media. Study focuses on an individual artist/creator (director, writer, or producer) who has made a significant impact on his/her chosen medium. Students investigate the influences, recurring themes, artistic evolution, and impact the socio-political environment of the artists' or creators' times may have had on the development of their creative voice. *Four credits.*

POP 3414. Advertising and Consumer Culture. This course considers the ways in which advertising — both form and content — not only reflects but also constructs our values, belief systems, and behaviors. Emphasis is given to unpacking cultural messages and the ways in which these messages operate within advertising. *Four credits.*

POP/WGS/SOA 3424. Mediated Gender.

This course — coming from both a theoretical and practical perspective — will focus on gender literacy, providing you with the tools to be more conscious and mindful of the ways you choose to communicate gender. Springing from a social constructionist framework, we will examine our society's normalized gendered practices and seek ways to understand how to negotiate that system with agency. *Four credits.*

POP 4444. Independent Study. Admission by permission of the Dean of the School of Communication to undertake assignment planned in advance. *One to four credits.*

POP 4811. Internship in Popular Culture and Media Production I. Students will participate in internships related to their sequence and have a 2.3 overall GPA, a 2.5 GPA in Popular Culture courses, and a minimum of 16 credits from the Popular Culture and Media Production major, including an introductory course in POP and an advanced level POP course. The student must complete 160 clock hours at the site. *Four credits.*

POP 4816. Internship in Popular Culture and Media Production II. Eligible students will participate in a second internship related to their sequence and have a 2.3 overall GPA, a 2.5 GPA in Popular Culture courses, and a minimum of 16 credits from the Popular Culture and Media Production major, including an introductory course in POP and an advanced level POP course. Student must have successfully completed POP 4811. The student must complete 80 clock hours at the site. *Prerequisite: MPE 4811 and consent of instructor. Two credits.*

POP 4900. Capstone I. In the POP major capstone courses, students synthesize their popular culture critical and analytical skills with their production skills through the creation of a short film and original critical analyses. Students will complete the preproduction work toward their original film, in concert with composing original critical analyses that inform the film's message. *Prerequisite: Permission of the instructor. Four credits.*

POP 4950. Capstone II. Students complete the production and post-production stages of their POP major capstone film project. *Prerequisite: POP 4900. Two credits.*



SMG 1010. Introduction to Sport Management. This is an introductory course designed to acquaint students with various segments of the sport industry. Sample topics include management, governance, leadership, marketing, public relations, law, and facility management. Concepts will be applied to sports at the youth, interscholastic, inter-collegiate, and professional levels. *Prerequisite: Freshman, Sophomore, or Junior status, or permission of the instructor. Four credits.*

SMG 1020. Professional Development in Sport Management. This course provides students with insights that will foster professional growth and development as a sport management professional. This course will emphasize written, oral, and interpersonal/group communication with a focus on professionalism and presentation skills. This course is designed to guide students as they prepare an effective resume, cover letter, and LinkedIn portfolio for the job search process. Students will also learn how to be successful in interviews and understand the expectations of professionals in the industry. *Prerequisite: SMG majors only or by permission of the instructor. Four credits.*

SMG 2100. Sport Marketing. This course presents an overview of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed include the uniqueness of sport marketing in comparison to traditional marketing, an overview of the segments of the sport industry, the importance of market research and segmentation, the use of data-based marketing, the development of sponsorship and endorsement packages, and branding as it relates to sports products and services. *Four credits.*

SMG 2300. Sport Finance. This course is designed to ensure students become familiar with fundamental financial principles and money management approaches as they pertain to the sports industry. The course provides an introduction to accounting, economics, finance, budgets, and policy procedures, all areas in which a professional in the sport industry would be expected to be proficient. *Four credits.*

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

SMG 3010. Applied Management Principles in Sport. Aspiring sport managers must possess an understanding of the fundamental tenets of organizational behavior and leadership principles, especially as they relate to the sport industry. Generally, the purpose of this course is to

help students develop the tools and skills necessary to become successful members or sport organizations and to effectively organize, motivate, and lead others to be equally successful. Specifically, students will learn how to plan, organize, lead, and evaluate within the sporting business context, and how to effectively position themselves and their organizations vis-à-vis their competitors. Particular emphasis is placed on the interpersonal character of effective management and leadership, and on how to properly engage with diverse work forces. *Four credits.*

SMG 3020. Sport in Society. This course is a study of contemporary issues in sport and the impact sport has on society. Students will explore the place of sport in educational institutions, the intersection of sport and politics, the symbiotic relationship between sport and media, and the economic realities of modern sport. Other topics such as violence, deviance, gender, race/ethnicity, and social class are also discussed as they relate to sport in society. *Prerequisite: Junior standing. Four credits.*

SMG/WGS 3030. Gender Issues in Sport. This course exposes students to obvious and subtle issues in the sport domain that contribute to different opportunities and experiences for individuals based on gender. The relationship between sexuality, masculinity, femininity and sport has been a slow evolving process throughout history. This course will examine such topics as masculinity in sport, media representation in sport, and transgressing femininities in sport. Students will discuss gender equity issues as they relate to sports coverage and career opportunities in sports organizations. *Prerequisite: Junior Standing. Four credits.*

SMG 3040. Sport Law. This course is designed to foster understanding of the legal system as it applies to sport organizations at all levels. Topics such as constitutional law, Title IX, tort law, contract law, risk management, intellectual property, and drug testing are examined in the context of amateur and professional sports. *Prerequisite: Junior standing. Four credits.*

SMG 4100. Strategic Management of Sports Organizations. This course is designed to provide students with specific knowledge and skills related to the strategic management of sport and fitness organizations. The course involves numerous case studies and simulation exercises, which are used to develop managerial effectiveness and skills. In addition, students learn the importance of strategic management through a major project spanning a significant portion of the semester. Strong emphasis will be placed on case study method learning and application. *Prerequisites: This course is open only to SMG majors with senior standing, or by permission of instructor. Four credits.*

SMG 4444. Independent Study. Admission by permission of the Dean of the School of Communication to undertake an assignment planned in advance. *One to four credits.*

SMG 4811. Internship in Sport Management I. Students will participate in an internship related to sport management. To be eligible, students must have a 2.3 overall GPA, a 2.5 GPA in Sport Management courses, and a minimum of 16 credits from the Sport Management major, including an introductory course in SMG and an advanced level SMG course. The student must complete 160 clock hours at the site. *Prerequisites: SMG 1010 and Junior standing. Four credits.*

SMG 4816. Internship in Sport Management II. Eligible students will participate in a second internship related to sport management. To be eligible, students must have at least a 2.3 overall GPA, a 2.5 GPA in Sport Management courses, and a minimum of 16 credits from the Sport Management major, including an introductory course in SMG and an advanced-level SMG course. *Prerequisites: Successful completion of SMG 4811 with 80 clock hours at the site, and approval of the instructor. Four credits.*

SMG 4999. Senior Seminar in Sport Management. This is a course that will allow for students to critically examine important problems and issues in the field of sport management through the application of the knowledge they have learned from the other required sport management courses. This course will also provide the opportunity for students to refine their research and writing skills through the development of a thorough literature review or similar research-related assignment. *Prerequisite: SMG majors only with senior standing, or by permission of the instructor. Four credits.*

SPC 2246. Sports Reporting. Techniques of researching and writing the sports story. Emphasis on issues of race and gender; hero worship and sportsmanship, and an ethical examination of what sports journalists do and why they do it. *Prerequisite: COM 2243. Four credits.*

SPC 2256. Sport and Communication. This course examines various issues at the nexus of sport and communication, from the way sport is presented through media to the way society consumes sport and participates in sport as myth and a cultural product. Topic areas will include issues of gender, race, ethnicity and identity as presented in sports media as well as the development of fan cultures and the rising popularity of fantasy sports. *Four credits.*

SPC 3006. Sports Broadcasting. This course provides a strong foundation into the field of sports broadcasting. Students will explore the key issues that drive the sports broadcasting industry. Students will participate in the production of sports broadcasting. *Prerequisites: COM 1110 and COM 2001, or COM 2243, or by permission of the instructor. Four credits.*

SPC 3341. Advanced Sports Broadcasting. This class builds on the technical and creative techniques of sports broadcasting taught in SPC 3006. Students gain further experience by participating in live sports broadcasts and studio sports productions. Students will exercise their skills through hands-on assignments related to the sports broadcasting industry. *Prerequisite: SPC 3006. Four credit hours.*

SPC 4006. Advanced Sports Reporting. This class focuses on the techniques of acquiring and presenting sports stories in a range of media. This course will require on- and off-campus assignments and work with a variety of different media including print, audio, video and online-based systems. *Prerequisites: COM 1112 and COM 1113, COM 2243, or COM 2246, or permission of instructor. Four credits.*

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

STC 2225. Foundations of Strategic Communication. This course introduces students to the field of strategic communication and draws on traditional areas such as public relations and advertising, as well as some of the emerging internet-based communication technologies. Strategic communication consists of those communication tactics and strategies that are intended to help an organization or client accomplish its mission and goals. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

STC 2265. Agency Practicum. This course immerses students in a full — functioning communication agency. Students will work directly with clients from a diverse, ever-changing roster of non-profit agencies. They will work in teams to satisfy the diverse needs of the clients from communications strategy development to social media to video production to graphic design and more. *Prerequisite: STC 2225 or permission of the instructor. Course may be repeated once and is graded pass/fail. Students must earn 80% of available points to pass. Two credits.*

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

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STC 3305. Strategic Message Development for Government and Public Affairs. This course explores message development in the political arena. Students will be introduced to targeted messaging delivered by elected officials, government agencies, non-profits, and for profit organizations. Central to this course is understanding audiences and how best to deliver political messaging. Students will learn how to develop print materials, press releases, social media, and broadcast messages. *Prerequisites: COM 1113, ENG 2125, and STC 2225. Two credits.*

STC 3315. Strategic Message Development for Public Relations. This course introduces students to the development of messages communicated through various public relations discourse forms such as media advisories, fact sheets, and news releases. *Prerequisites: COM 1113, ENG 2125, and STC 2225. Two credits.*

STC 3325. Strategic Message Development for Advertising. An introduction to the principles and practices of developing advertising messages designed to support the marketing of a specific product or service. In the lab students will prepare advertising copy in various formats for print, out-of-home, broadcast, direct, point of purchase and Web-based media. *Prerequisites: COM 1113, ENG 2125, and STC 2225. Two credits.*

STC 3335. Strategic Message Development for Health Communication. This writing-intensive course provides an overview of theory and research concerning the role of communication campaigns in health promotion efforts. Examples of health communication campaigns in the United States and in other parts of the world are used to illustrate the theoretical rationale behind effective message development in health campaigns. Students will learn the writing and graphic design skills to develop various health communication messages. *Prerequisites: COM 1113, ENG 2125, and STC 2225. Two credits.*

STC 3355. Media Buying and Planning. Planning media is an integral part of any communication plan. Students will be exposed to many different media options including television, radio, out of home, internet, print, and new and emerging media. In this course, students will learn to identify the right audience, choose the right media to reach that audience and negotiate the right advertising buy. *Prerequisite: COM 2225. Two credits.*

STC 3365. Persuasion and Crisis Analysis. This course examines cases in public relations, advertising, and integrated marketing communication, and the communication theories that underlie these cases. Students will also have an opportunity to explore specific career options in strategic communication and participate in a crisis communication simulation. *Prerequisite: STC 2225. Four credits.*

STC 3385. Research and Analysis. This course introduces students to research methods commonly used to better understand clients, audiences, messages and the media. Research methods include the use of secondary sources, media research services, observational methods, in-depth interviews, focus groups, survey research, etc. *Prerequisite: STC 2225. Service Learning sections available. Four credits.*

STC 4345. Social Media and Analytics. This course examines the use of existing and emerging social media platforms and how they are changing the ways in which individuals and organizations communicate and build relationships. Students will engage the course content through selected readings, reflective essays, case studies and analyses of social media issues and platforms. *Prerequisite: STC 2225 or MKT 2110. Four credits.*

STC 4415. Campaign Management. This capstone course requires students to apply their knowledge of strategic communication research, planning, strategies, and tactics to a client's problem or opportunity by creating a turn-key campaign. Teams of students work under the supervision of a faculty member. *Prerequisites: COM 3365 and either STC 3305, STC 3315, or STC 3335. Four credits. STC 4444. Independent Study. Admission by permission of the Dean of the School of Communication to undertake an assignment planned in advance. One to four credits.*

STC 4545. Applied Social Media. This capstone course for social media minors requires students to apply their knowledge of social media research, planning, strategies and tactics to a client's problem or opportunity by creating a turn-key campaign. Teams of students work under the supervision of a faculty member. *Prerequisites: STC 4345 and MKT 4100. Four credits.*



Today's teacher preparation programs must be designed to equip graduates with the knowledge and skills to create rich learning environments that foster opportunities for students to succeed in life, career, and citizenship. In keeping with North Carolina's mission to produce globally competitive 21st century students, the Stout School of Education is pleased to offer programs of study that reflect the latest research on best practices in teaching. To meet this goal, our undergraduate and graduate courses focus on inquiry-based teaching methodologies fused with extensive clinical experience to connect theory, practice, and reflection. Seeped in the tradition of the liberal arts, great teachers do not just simply "do" the job of teaching, they must be change agents who are continuously challenged to think about what they are doing and why they are doing it. Students enrolled in the Educator Preparation programs at HPU may choose from among many opportunities including service and experiential learning, undergraduate research, and B.A. to M.Ed. advanced programs of study in STEM, literacy, special education and Educational Leadership. Through the LEGO Education outreach program and STEM Summer Enrichment Camp, the Stout School of Education has hosted more than 5,000 children from area schools for field-day events to support teaching the Common Core Math and Next Generation Science Standards.

All education programs at High Point University are approved by the North Carolina Department of Public Instruction (DPI) and the Council for the Accreditation of Educator Preparation (CAEP). Our faculty includes former school superintendents, classroom teachers, school psychologists, principals and curriculum specialists, all of whom are currently engaged in scholarship and public school K–12 initiatives. In the fall of 2016 the Stout School of Education's Elementary Education (K–6) and Secondary Education (9–12) programs were ranked in the top 10% nationally by the National Council on Teacher Quality (NCTQ).

To obtain more information about our undergraduate or graduate programs, please feel free to visit the Stout School of Education and meet with any one of our faculty or staff.



A handwritten signature in black ink that reads "Mariann W. Tillery". The signature is fluid and cursive, with a long, thin vertical stroke extending downwards from the end of the name.

Mariann W. Tillery, Ph.D.
Dean of the Stout School of Education

"I have been so impressed by the quality of education that the students are receiving at High Point University and how well-prepared they are when they come to the classroom."

— Mrs. Kathleen L. Gracz, 3rd Grade Teacher, Florence Elementary School

THE STOUT SCHOOL OF EDUCATION

Dr. Mariann Tillery, *Dean*; Dr. Sarah Vess, *Associate Dean*; Dr. Leslie Cavendish, *Chair, Department of Educator Preparation*; Dr. Amy Holcombe, *Chair, Department of Leadership Studies*; Mrs. Deborah Albert; Dr. Tom Albritton; Dr. Tawannah Allen; Dr. Charles Bingham; Dr. Allison Blosser; Dr. Kristy Davis; Dr. Shirley Disseler; Dr. Dustin Johnson; Dr. Claire Lambert; Dr. Anne Leak; Dr. Rick Overstreet; Ms. Teresa Owens; Dr. Heidi Summey; Mrs. Rosemarie Tarara; Dr. Barbara Zwadyk.

The Stout School of Education has adopted the following objectives:

1. To provide an Educator Preparation Program that allows candidates the experiences needed to become 21st century professionals.
2. To facilitate the the Educator Preparation candidate's acquisition of the 21st century knowledge, skills, and dispositions needed to produce globally competitive P–12 students.
3. To help prospective teachers to develop the leadership skills needed to effectively collaborate, facilitate change and innovation, and make informed decisions which impact student success.
4. To promote the the Educator Preparation candidate's understanding of how to develop a learning environment that is nurturing, inclusive, healthy, and safe.
5. To coordinate professional education experiences which lead to the the Educator Preparation candidate's acquisition of skills to deliver 21st century content in a 21st century context with 21st century tools.

Conceptual Framework

The teacher as leader for learners in a global world reflects an intention to create a learning environment in which teacher candidates become reflective practitioners who collaborate and lead in their classrooms and schools for the purpose of preparing students to meet the challenges of a global society. The Educator Preparation Program at High Point University seek to prepare teacher candidates in the 21st century who possess knowledge of the learner which in turn leads to the facilitation of the 21st century skills needed by P–12 students to critically think, problem solve, utilize technology, communicate, and collaborate.

The Educator Preparation Program at High Point University have been approved by the Council for the Accreditation of Educator Preparation (CAEP) and the North Carolina State Board of Education.

Criteria for Admission and Retention

Admission to the Educator Preparation Program is separate from admission to the University. Students generally apply for admission to the Educator Preparation Program in the spring semester of the sophomore year. The status of students enrolled in the program is reviewed each semester.

Prior to admission a student must:

1. Be admitted to a degree program at High Point University or have a baccalaureate degree from an accredited college or university;
2. Earn a grade of C or higher in all required 2000-level education courses;
3. One C- in a supporting course is permitted. Any subsequent course with a grade of C- or lower must be repeated. A D+ or lower will not be accepted in a supporting course;
4. Attain state approved qualifying scores on the reading, writing, and mathematics sections of the Core Academic Skills for Educators of the Praxis examinations or SAT/ACT substitution scores;
5. Be recommended by faculty members of the Stout School of Education and receive a positive evaluation from a personal reference; middle grades majors must be recommended by the departments of their two areas of concentration; secondary and specialty area majors must be recommended by their major department;
6. Attain a GPA of 3.00 for initial acceptance into the program;
7. Have a favorable disposition evaluation or interview by a committee appointed by the Dean of the Stout School of Education;
8. Provide documentation of a clear criminal records check in order to participate in teacher education required fieldwork in local public school districts.

"I have had the privilege to be a part of the High Point University Stout School of Education for the past four years. From my experiences in the local schools to the life lessons that I gained in the classroom, the faculty and staff of the Stout School of Education have provided me with priceless opportunities. With an amazing education I know I will be an extraordinary special education teacher."

To be retained in the program, a student must:

1. Maintain a minimum GPA of 3.00; Note: When a student's GPA drops below 3.00, he/she automatically will be dropped from the program. The student must then re-apply when the 3.00 GPA is re-achieved. Upon re-application, all students will be required to be interviewed by the Teacher Education Council, unless waived by the Dean of the Stout School of Education;
2. Attain a GPA of 3.00 prior to enrolling in EDU 4134, EDU 4144, EDU 4154, EDU 4164, and EDU 4174: Introduction to Student Teaching;
3. Attain a GPA of 3.00 at the completion of the degree program or Educator Preparation Program;
4. Earn a grade of C or higher in all required education courses (one C- in a supporting course is permitted. Any subsequent course with a grade of C or lower must be repeated).

Specific licensure requirements are outlined in the Educator Preparation Handbook.

Students who already hold baccalaureate degrees from accredited colleges or universities and who wish to obtain licensure only in a specific discipline must also follow the same procedures as students applying for regular admission. The Dean or Associate Dean of the Stout School of Education will also review the student's transcript to determine the appropriate course of study.

Department of Educator Preparation

Dr. Leslie Cavendish, *Chair*; Mrs. Deborah Albert; Dr. Tom Albritton; Dr. Kristy Davis; Dr. Shriley Disseler; Dr. Claire Lambert; Dr. Anne Leak; Dr. Rick Overstreet; Ms. Teresa Owens; Dr. Heidi Summey; Ms. Rosie Tarara.

Programs of Study

- Elementary Education Major (B.A.)
- Middle Grades Education Major (B.A.)
 - Discipline Specializations:
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
- Special Education Major (B.A.)
 - ²General Curriculum
 - ²Adapted Curriculum
- Health and Physical Education Major (B.A.)
- Athletic Coaching Minor
- Health Education Minor
- Special Education Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Educator Preparation, students must complete one of the following:

B.A. in Elementary Education

Major Requirements.....	70 credits
University Core Requirements.....	50 credits
Electives.....	8 credits
Total.....	128 credits

B.A. in Middle Grades Education

Major Requirements.....	55-60 credits
University Core Requirements.....	50 credits
Electives.....	18-22 credits
Total.....	128 credits

B.A. in Special Education – General Curriculum

Major Requirements.....	60 credits
University Core Requirements.....	50 credits
Electives.....	18 credits
Total.....	128 credits

B.A. in Special Education – Adapted Curriculum

Major Requirements.....	74 credits
University Core Requirements.....	50 credits
Electives.....	4 credits
Total.....	128 credits

B.A. in Health and Physical Education

Major Requirements.....	74 credits
University Core Requirements.....	50 credits
Electives.....	4 credits
Total.....	128 credits



Elementary Education Major

Student Learning Outcomes

Upon completing the Educator Preparation Program at High Point University, students will:

1. have the knowledge and skills to use appropriate data to develop classroom and instructional plans;
2. understand how to maintain a safe and orderly classroom that facilitates student learning and empowers students to make healthy lifestyle choices;
3. possess the skills needed to engage in collaborative and collegial professional learning activities;
4. have an awareness of the elements of a school improvement plan and how to use data to identify areas of need within that plan;
5. demonstrate high ethical standards by upholding the Stout School of Education's Code of Professional and Ethical Behaviors, The Code of Ethics for North Carolina Educators, and the Standards for Professional Conduct;
6. know how to use materials or lessons that counteract stereotypes and incorporates different points of view in instruction to produce global citizens in a democratic society;
7. possess the skills to work with specialists to support the learning needs of all students;
8. be able to develop and apply lessons based on the Common Core State and Essential Standards;
9. possess the skills to integrate literacy instruction throughout the curriculum and across content areas;
10. possess the skills to integrate art throughout the elementary K– 6 curriculum;
11. know how to integrate 21st Century skills, technologies and content in instruction;
12. know how to provide instruction that reinforces the process strategies for critical thinking and problem solving;
13. know how to incorporate instructional strategies designed to facilitate student cooperation, collaboration and learning;
14. possess the skills needed to use both formative and summative assessment data to monitor, evaluate, and inform instruction.

Requirements for the B.A. in Elementary Education (70 credits)

A major in Elementary Education will qualify a student for working in an elementary educational setting. An Elementary Education major seeking a teaching license needs to be fully admitted into the Educator Preparation Program and complete additional coursework. Completing the requirements for licensure will prepare a student for a teaching license in Elementary Education K-6.

Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

Professional Education Courses

- EDU 1200. Introduction to Teaching (2)*
- EDU 2100. The Nature of the Learner (4)*
- EDU 2200. The 21st Century Classroom (4)*
- EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models (4)
- EDU 3110. Educational Technology for Teachers (2)
- EDU 3130. Methods of Teaching Reading and Writing in the Primary Grades K– 2 (4)
- EDU 3131. Integration of Fiction and Nonfiction Texts in the Elementary Classroom (2)
- EDU 3230. Methods of Teaching Reading and Writing in the Intermediate Grades (4)
- EDU 3232. Integrated Practicum for the Elementary Classroom (2)
- EDU 3233. Methods of Teaching Mathematics (4)
- EDU 4110. Technology Integration for Elementary K– 6 Classrooms (2)
- EDU 4130. Classroom and Behavior Management: Elementary Focus (2)
- EDU 4133. Methods Teaching Social Studies K– 6 (2)
- EDU 4134. Introduction to Student Teaching **or** EDU 4275. Internship in Education (4)
- EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)
- EDU 4200. Diverse Learners and Culturally Relevant Pedagogy (4)
- EDU 4231. Seminar in Classroom Management for K– 6 Classrooms (2)
- EDU 4233. Principles of Integrated Instruction: Math/Science Focus (4)

**These courses are prerequisites for admission to the Ed Preparation Program. The following courses are required for licensure:*

- EDU 4000. Investigation of Teacher Performance Assessment (1)
- EDU 4112. Independent Study (Required for students officially submitting their edTPA Portfolios. (4)
- EDU 4230. Student Teaching Continuation (8)

"High Point University has forever shaped my life and has prepared me for what I will do for the rest of my life, to be an educator."

— Mr. Michael Byrnes, Class of 2013

Supporting Courses

Mathematics

Two math courses:

Choose one course at placement (MTH 1110. Topics in Contemporary Mathematics (4) or higher). Recommended courses are MTH 1130. Finite Mathematics (4), MTH 1310. Calculus for Business and Social Sciences (4), MTH 1400. Pre-Calculus (4), or MTH 1410. Calculus I (4)

and

MTH 2010. Mathematical Ideas (4) **or** MTH 1410. Calculus I (4) or MTH 1420. Calculus II (4).

Physical Education

PEC 2130. Healthy Living for the Elementary Child (4)

Science

Select two courses from two of the following science categories:

Life Science

BIO 1100/1101L. Biology: A Human Perspective (4)
BIO 1500/1501L. Principles of Cell Biology (4)

Physical Science

PHY 1510/1510L. General Physics I (4)
PHY 1520/1521L. General Physics II (4)
PHY 2010/2011L. Fundamentals of Physics I (4)

Natural Science

NSC 2200. Earth Science (4)
ENV 1110. Environmental Science (4)

Social Studies

PSC 2310. American Politics (4)

Plus one course from the following:

HST 1201. American Beginnings (4)
HST 1202. American Expansions (4)
HST 1203. American Aspirations (4)
HST 2201. American Identities (4)
HST 2235. U.S. in the World (4)

Psychology

PSY 2000. Introduction to Psychology (4)

Fine Arts

EDU 4135. Integrated Arts in the Elementary School (2)

B.A. to M.Ed. Program in Elementary Education

Current students majoring in elementary or special education are eligible to apply in the junior year for admission to the B.A. to M.Ed. Program in Elementary Education. This is an uninterrupted enrollment plan that leads to both a bachelor's degree in Elementary Education and a master's degree in Elementary Education within a total of five years. Academically qualified students follow a prescribed plan of study which includes in enrollment in three specialized courses in the senior year which are applied to the graduate degree program upon completion of the M.Ed. in Elementary Education. The courses designated for the B.A. to M.Ed. Program include the following:

Literacy Concentration

- EDU 4510. Advanced Instructional Technology for the 21st Century (3)
- EDU 4536. Integrated Principles of Literacy and Social Studies Instruction (3)
- EDU 4540. Diversity in Education: Societal and Organizational Perspectives (3)
- EDU 4560. Developing Leaders in 21st Century Systems (3)

STEM Concentration

- EDU 4511. Technology Integration for Elementary STEM-Based Programs (3)
- EDU 4533. Integrated Principles of Science and Social Studies Instruction (3)
- EDU 4540. Diversity in Education. Societal and Organizational Perspectives (3)
- EDU 4560. Developing Leaders in 21st Century Systems (3)

Content Concentration

- EDU 4510. Advanced Instructional Technology for the 21st Century (3)
- EDU 4533. Integrated Principles of Science and Social Studies Instruction (3)
- EDU 4540. Diversity in Education: Societal and Organizational Perspectives (3)
- EDU 4566. Using Data to Make Instructional Improvements (3)

Middle Grades Education Major

Student Learning Outcomes

Upon completing the Middle Grades Education Program at High Point University, students will, in addition to the learning outcomes listed below:

1. have the knowledge needed to apply theories, concepts, and research related to young adolescent development that support student learning.
2. possess an understanding of the philosophical foundations of a developmentally responsive middle school program and school to support adolescent development.
3. be able to develop and apply lessons based on the Common Core State and Essential Standards in the content areas of mathematics, language arts, science, and social studies.
4. be able to develop an awareness of the interconnectedness of content areas/disciplines.

Requirements for the B.A. in Middle Grades Education (56-60 credits)

A major in middle grades education will prepare a student for working in a middle grades educational setting. A Middle Grades Education major seeking a teaching license needs to be fully admitted into the Educator Preparation Program and complete additional coursework. Completing the requirements for licensure will prepare a student for a teaching license in Middle Grades (6-9). One discipline specialization is required.

Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

Professional Education Courses

- EDU 1200. Introduction to Teaching (2)*
 EDU 2100. The Nature of the Learner (4)*
 EDU 2200. The 21st Century Classroom (4)*
 EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models (4)
 EDU 3110. Educational Technology for Teachers (2)
 EDU 3280. Literacy in the Content Areas (4)
 EDU 4008. Technology Integrated Assessment for Middle, Secondary, and Special Subjects (2)
 EDU 4150. Interdisciplinary Methods of Instruction for Middle Grades (4)
 EDU 4154. Introduction to Student Teaching (4) **or** EDU 4275. Internship in Education (4)

- EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)
 EDU 4200. Diverse Learners and Culturally Relevant Pedagogy (4)
 EDU 4280. Discipline and Classroom Management Issues for Middle Grade and Secondary Teachers (2)

Discipline Specializations

Language Arts

- ENG 2000. Critical Reading & Interpretation
 ENG 3115. Style (4)
 EDU 3251. Literature for Young Adults (4)
 EDU 4160. Methods of Teaching Middle Grades and Secondary English (4)

Select one course from the following:

- ENG 2125. Introduction to Public and Professional Writing (4)
 ENG 2135. Technical Writing (4)

Select one course from the following list:

- ENG 2225. African American Literature (4)
 ENG 2239. Literature of the American South (4)
 ENG 2249. American Humor (4)
 ENG 2720. British Literature I (4)
 ENG 2730. British Literature II (4)
 ENG 2820. American Literature I (4)
 ENG 2830. American Literature II (4)
 ENG 3910. Multi-Ethnic Literature of the United States (4)

Select one course from the following list:

- ENG/WGS 2200. Women's Literary Tradition (4)
 ENG/WGS/GBS 3298. Women Writing Worldwide (4)
 ENG/GBS 3299. Other Americas (4)
 ENG 3920. World Literatures (4)

Social Studies

- EDU 4163. Methods of Teaching Middle Grades and Secondary Social Studies (4)
 HST 2901 Historiography
 Choose one 1000 level HST course (4)*
 Choose one 2000 level HST course(4)*
 Choose one 3000 level HST course
 Select one of the following: (4)
 HST 3901. History Detectives
 HST 3902. A Lens on History
 HST 3903. Public History
 HST 3904. Oral History

**These courses should be centered on two different geographical regions.*

Mathematics

- EDU 4161. Methods of Teaching Middle Grades and Secondary Mathematics (4)
MTH 1410. Calculus I (4)
MTH 1420. Calculus II (4)
MTH 2210. Introduction to Mathematical Thought (4)
MTH 2310. Linear Algebra (4)
MTH 3710. Geometry (4)
STS 2020. Introduction to Statistics (4)

Science

- BIO 1110.* Biology. A Human Perspective (4)
CHM 1010/1011.* General Chemistry I/Lab (4)
EDU 4163. Methods of Teaching Middle Grades and Secondary Science (4)
ENV 1110. Environmental Science (4)
PHY 1510/1511.* General Physics I/Lab (4)

Select two courses from the following list:

- BIO 1500/1501.* Principles of Cell Biology/Lab (4)
CHM 1616. Forensic Chemistry (4)
ENV 1120. Issues in Environmental Science (4)
PHY 1000. Astronomy of the Solar System (4)
PHY 1050. Astronomy of Stars, Galaxies, and the Cosmos (4)
PHY 1100. Physics of Sound and Music (4)
PHY 1200. Physics for Video Games (4)

Special Education Major

Student Learning Outcomes

Upon completing the Special Education Program at High Point University, students will:

1. Possess the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning;
2. Understand how to maintain a safe and orderly classroom that facilitates student learning and empowers students to make healthy lifestyle choices;
3. Possess the skills needed to collaborate and consult with families, general education teachers, and other professionals;
4. Be aware of the elements of a school improvement plan and how to use data to identify areas of need within that plan;
5. demonstrate high ethical standards by upholding the Stout School of Education's Code of Professional and Ethical Behaviors, The Code of Ethics for North Carolina Educators and the Standards for Professional Conduct;
6. know how to use materials or lessons that counteract stereotypes and incorporates different points of view in instruction to produce global citizens in a democratic society;
7. know the policies, process, and procedures for providing special education services;
8. have a broad working knowledge of instructional and behavioral strategies to facilitate learning of the K–12 Common Core State and Essential Standards;
9. possess the knowledge and skills to use multi-sensory methods to teach communication skills, reading, written expression, and mathematics;
10. know how to integrate 21st Century skills, technologies and content in instruction;
11. know how to provide instruction that reinforces the process strategies for critical thinking and problem solving;
12. know how to incorporate instructional strategies designed to facilitate student cooperation, collaboration and learning;
13. possess the skills needed to use both formative and summative assessment data to monitor, evaluate, and inform instruction;
14. possess the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Requirements for the B.A. in Special Education — General Curriculum K–12 (60 credits)

This major will qualify a student for licensure in Special Education: General Curriculum (K–12). Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

Professional Education Courses

- EDU 1200. Introduction to Teaching (2)*
EDU 2100. The Nature of the Learner (4)*
EDU 2200. The 21st Century Classroom (4)*
EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models (4)
EDU 3110. Educational Technology for Teachers (2)
EDU 3130. Methods of Teaching Reading and Writing in the Primary Grades K-2 (4)
EDU 3140. Special Education Policies and Procedures (4)

- EDU 3233. Methods of Teaching Mathematics (2)
- EDU 3243. Struggling Readers and Writers (4)
- EDU 3244. Teaching and Learning Strategies: Practicum in Special Education (2)
- EDU 3245. Classroom and Behavior Management for Special Education Teachers K–12 (4)
- EDU 4009. Technology Integration for Special Education K–12 Classrooms (2)
- EDU 4141. Instructional Strategies in the Content Areas for Secondary Students with Disabilities (4)
- EDU 4142. Special Education Policies and Procedures II (4)
- EDU 4144. Introduction to Student Teaching (4) **or** EDU 4275. Internship in Education (4)
- EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)
- EDU 4200. Diverse Learners and Culturally Relevant Pedagogy (4)

**These courses are prerequisites for admission to the Educator Preparation Program. The following courses are required for licensure:*

- EDU 4000. Investigation of Teacher Performance Assessment (1)
- EDU 4112. Independent Study (Required for students officially submitting their edTPA Portfolios). (4)
- EDU 4230. Student Teaching Continuation (8)

Required Supporting Courses

Mathematics

Two math courses:

Choose one course at placement (MTH 1110. Topics in Contemporary Mathematics (4) or higher). Recommended courses are MTH 1130. Finite Mathematics (4), MTH 1310. Calculus for Business and Social Sciences (4), MTH 1400. Pre-Calculus (4), or MTH 1410. Calculus I (4)

and

MTH 2010. Mathematical Ideas (4) **or** MTH 1410. Calculus I (4) **or** MTH 1420. Calculus II (4).

Science

Choose one course from the following:

- BIO 1100. Biology: A Human Perspective (4)
- BIO 1500. Principles of Cell Biology (4)
- CHM 1000. The World of Chemistry (4)
- CHM 1010. General Chemistry I (4)
- ENV 1110. Environmental Science (4)
- NSC 2200. Earth Science (4)
- PHY 1510. General Physics (4)



Social Studies

PSC 2310. American Politics (4)

Choose one course from the following:

HST 1201. American Beginnings (4)

HST 1202. American Expansions (4)

HST 1203. American Aspirations (4)

HST 2201. American Identities (4)

HST 2235. U.S. in the World (4)

Note. Students may receive only one C- grade in a supporting course. Any subsequent course with a grade of C- or lower must be repeated. A grade of D+ or lower in a supporting course will not be accepted.

Requirements for the B.A. in Special Education— Adapted Curriculum K–12 (62 credits)

A major in special education will qualify a student for licensure in Special Education: Adapted Curriculum (K–12). Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

Professional Education Courses

EDU 1200. Introduction to Teaching (2)*

EDU 2100. The Nature of the Learner (4)*

EDU 2200. The 21st Century Classroom (4)*

EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models (4)

EDU 3110. Educational Technology for Teachers (2)

EDU 3130. Methods of Teaching Reading and Writing in the Primary Grades K-2 (4)

EDU 3140. Special Education Policies and Procedures (4)

EDU 3244. Teaching and Learning Strategies: Practicum in Special Education (2)

EDU 3245. Classroom and Behavior Management for Special Education Teachers K–12 (4)

EDU 3246. Behavior Strategies for Students with Moderate to Severe Disabilities (4)

EDU 3290. Systematic Instruction for Students with Moderate to Severe Disabilities (4)

EDU 4009. Technology Integration for Special Education K–12 Classrooms (2)

EDU 4142. Special Education Policies and Procedures II (4)

EDU 4144. Introduction to Student Teaching (4) **or** EDU 4275. Internship in Education (4)

EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)

EDU 4200. Diverse Learners and Culturally Relevant Pedagogy (4)

Required Supporting Course

EDU 1010. American Sign Language I (4)

Note. Students may receive only one C- grade in a supporting course. Any subsequent course with a grade of C- or lower must be repeated. A grade of D+ or lower in a supporting course will not be accepted.

*These courses are prerequisites for admission to the Educator Preparation Program. The following courses are required for licensure:

EDU 4000. Investigation of Teacher Performance Assessment (1)

EDU 4112. Independent Study (Required for students officially submitting their edTPA Portfolios) (4)

EDU 4230. Student Teaching Continuation (8)

Health and Physical Education Major

Student Learning Outcomes

Upon completing the Health and Physical Education Program at High Point University, students will:

1. possess the knowledge and skills to use appropriate data to develop classroom and instructional plans;
2. understand how to maintain a safe and orderly classroom that facilitates student learning;
3. possess the skills needed to engage in collaborative and collegial professional learning activities;
4. be aware of the elements of a school improvement plan and how to use data to identify areas of need within that plan;
5. demonstrate high ethical standards by upholding the Stout School of Education's Code of Professional and Ethical Behaviors, the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct;
6. know how to use materials or lessons that counteract stereotypes and incorporates different points of view in instruction;
7. possess the skills to work with specialists to support the learning needs of all students;
8. possess the knowledge, skills and disposition to effectively teach safe and appropriate motor skills, movement forms, multiple sports, and physical activities;
9. possess the knowledge, skills and disposition to teach fitness and nutrition concepts to reduce and prevent obesity;
10. possess the knowledge, skills and disposition needed for developing and implanting effective practices that foster health literacy;

11. know how to develop and apply lessons based on the Common Core State and Essential Standards in the areas of Health/Physical Education;
12. be aware of the interconnectedness of content areas/disciplines;
13. possess the skills to integrate literacy instruction throughout the curriculum and across content areas;
14. know how to integrate 21st Century skills, technologies and content in instruction;
15. know how to provide instruction that reinforces the process strategies for critical thinking and problem solving;
16. know how to incorporate instructional strategies designed to facilitate student cooperation, collaboration and learning;
17. possess the skills needed to use both formative and summative assessment data to monitor, evaluate, and inform instruction.

Requirements for the B.A. in Health and Physical Education (74 credits)

Professional Education Courses

- EDU 1200. Introduction to Teaching (2)*
- EDU 2100. The Nature of the Learner (4)*
- EDU 2200. The 21st Century Classroom (4)*
- EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models (4)
- EDU 3110. Educational Technology for Teachers (2)
- EDU 3280. Literacy in the Content Areas (4)
- EDU 4008. Technology Integrated Assessment for Middle, Secondary, and Special Students (2)
- EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)
- EDU 4173. Methods of Teaching Health and Physical Education K–12 (4)
- EDU 4174. Introduction to Student Teaching or EDU 4275. Internship in Education (2)
- EDU 4200. Diverse Learners and Culturally Relevant Pedagogy (4)
- EDU 4280. Discipline and Classroom Management Issues for Middle Grade and Secondary Teachers (2)

Health/Physical Education Courses

- BIO 1120. The Human Body and Exercise (4)
- HED 1200. Nutrition and Healthy Living (4)
- HED 2100. Prevention and Substance Abuse (2)
- HED 2200. Human Sexuality and Relationships (4)
- HED 3100. Contemporary Health Issues I (2)
- PEC 1331. Social Dance (1)
- PEC 2100. Motor Development and Learning (2)

- PEC 2101. Team Sports: Skill Development and Analysis (4)
- PEC 2201. Individual Sports: Skill Development and Analysis (4)
- PEC 3100. Trends and Issues of Teaching Elementary Physical Education (4)
- PEC 3101. The Application of Physical Education in the Elementary Setting (2)
- PEC 3200. Trends and Issues in Teaching Adolescent Physical Education (4)
- PEC 4210. Coaching and Field Experience I (2)

**These courses are prerequisites for admission to the Educator Preparation Program. The following courses are required for licensure:*

- EDU 4000. Investigation of Teacher Performance Assessment (1)
- EDU 4112. Independent Study (Required for students officially submitting their edTPA Portfolios) (4)
- EDU 4230. Student Teaching Continuation (8)

Note. Students may receive only one C- grade in a supporting course. Any subsequent course with a grade of C- or lower must be repeated. A grade of D+ or lower in a supporting course will not be accepted.



"The Stout School of Education at High Point University has impacted me in innumerable ways. The opportunities for internships, research, and attendance at conferences have all helped me to develop as a future teacher. I can not imagine being more prepared for the challenges facing me when I receive my first job as an elementary teacher."

Requirements for Discipline Majors in Secondary Education and Special Subjects K–12 (42 credits)

Discipline majors in special subjects (K–12) are available in physical education, and Spanish. Discipline majors in secondary education (9–12) are available in biology, comprehensive science, English, history, mathematics, and social studies. Please refer to department descriptions for specialization requirements. Students should consult with department chairs or the Dean of the Stout School of Education concerning specific requirements for additional licenses.

Students who wish to teach high school subjects are primarily advised in the department of their major, but they will receive guidance from the program coordinator in the Stout School of Education as well.

Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

Professional Education Courses

- EDU 1200. Introduction to Teaching (2)*
- EDU 2100. The Nature of the Learner (4)*
- EDU 2200. The 21st Century Classroom (4)*
- EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models (4)
- EDU 3110. Educational Technology for Teachers (2)
- EDU 3280. Literacy in the Content Areas (4)
- EDU 4008. Technology Integrated Assessment for Middle, Secondary, and Special Students (2)
- EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)
- EDU 4173. Methods of Teaching Health and Physical Education K–12 (4)
- EDU 4174. Introduction to Student Teaching or EDU 4275. Internship in Education (2)
- EDU 4200. Diverse Learners and Culturally Relevant Pedagogy (4)
- EDU 4280. Discipline and Classroom Management Issues for Middle Grade and Secondary Teachers (2)

**These courses are prerequisites for admission to the Educator Preparation Program. The following courses are required for licensure:*

- EDU 4000. Investigation of Teacher Performance Assessment (1)
- EDU 4112. Independent Study (Required for students officially submitting their edTPA Portfolios) (4)
- EDU 4230. Student Teaching Continuation (8)

Choose one of the following methods courses as appropriate to the licensure area:

- EDU 4160. Methods Teaching Secondary English 9–12 (4)
- EDU 4161. Methods Teaching Secondary Math 9–12 (4)
- EDU 4162. Methods Teaching Secondary Social Studies 9–12 (4)
- EDU 4163. Methods Teaching Secondary Science 9–12 (4)
- EDU 4172. Methods Teaching Foreign Language K–12 (4)
- EDU 4173. Methods Teaching Health and Physical Education K–12 (4)

Choose one of the following internships appropriate to the licensure area:

- EDU 4164. Introduction to Student Teaching (2)
- EDU 4174. Introduction to Student Teaching (2)

Choose one of the following internships appropriate to the licensure area:

- EDU 4260. Student Teaching Continuation (8)
- EDU 4270. Student Teaching Continuation (8)

Activity Requirements

Each student, unless excused for medical reasons or for participating for one season in inter-collegiate or club sports, will fulfill the requirement by passing one sports activity elective.

Students may satisfy the sports activity requirement by completing any of the following courses:

- PEC 1012. Adaptive PE (1)
- PEC 1021. Aerobics/Fitness Walking (1)
- PEC 1032. Cardio Kettlebell (1)
- PEC 1041. Indoor Cycling (1)*
- PEC 1071. Yoga I (1)
- PEC 1072. Yoga II (1)
- PEC 1073. Yoga Sculpt (1)
- PEC 1081. Pilates (1)
- PEC 1082. Pilates Barre (1)
- PEC 1101. Bowling I (1)*
- PEC 1102. Bowling II (1)*
- PEC 1121. Table Tennis/Badminton (1)
- PEC 1122. Dodgeball/Kickball/Whiffle Ball (1)
- PEC 1131. Volleyball Court/Beach (1)
- PEC 1141. Frisbee Golf/Ultimate (1)
- PEC 1152. Basketball (1)
- PEC 1162. Combat Conditioning (1)

- PEC 1172. Women's Self Defense (1)
- PEC 1181. Brazilian Jiu Jitsu (1)
- PEC 1191. Kickboxing I (1)
- PEC 1192. Muay Thai Kickboxing (1)
- PEC 1211. Snow Skiing/Boarding (1)*
- PEC 1221. Whitewater Rafting (1)
- PEC 1231. Sailing (1)*
- PEC 1241. Fishing (1)*
- PEC 1251. Hiking (1)
- PEC 1261. Wilderness Survival/Camping (1)
- PEC 1281. Horseback Riding (1)*
- PEC 1291. Target Archery (1)
- PEC 1311. Weight Training I (1)*
- PEC 1312. Weight Training II (1)*
- PEC 1315. Power and Olympic Lifting (1)
- PEC 1321. Contemporary /Jazz Dance (1)
- PEC 1331. Social Dance (1)
- PEC 1341. Hip Hop Dance (1)
- PEC 1352. Ballet (1)
- PEC 1362. International Dance (1)
- PEC 1401. Golf (1)*
- PEC 1412. Indoor Rock Climbing I (1)*
- PEC 1413. Indoor Rock Climbing II (1)*
- PEC 1431. Taekwondo (1)*
- PEC 1441. Fencing (1)
- PEC 1452. Ice Skating I (1)*
- PEC 1453. Ice Skating II (1)*
- PEC 1462. Ice Hockey I (1)*
- PEC 1463. Ice Hockey II (1)*
- PEC 1501. Gymnastics/Trampoline I (1)
- PEC 1502. Gymnastics/Trampoline II (1)*
- PEC 1601. Racquetball (1)
- PEC 1652. Softball (1)
- PEC 1701. Tennis I (1)*
- PEC 1721. Tennis II (1)*
- PEC 1801. Swimming I (1)
- PEC 1811. Swimming II (1)
- PEC/THE 1821. Musical Theatre Dance (1)
- PEC 1831. Lifeguarding (2)
- PEC 1841. Water Safety Instructor (1)
- PEC 1851. Scuba Diving I (1)*
- PEC 1852. Scuba Diving II (1)*
- PEC 1861. Aquatic Cross-Training (1)
- PEC 1871. River Kayaking (1)*
- PEC 1882. Water Polo/Sports (1)

* Special fee is required for this course.

Lateral Entry/ILT Support Courses

The Stout School of Education offers a series of three credit course options for individuals who are non-degree seeking and are working to satisfy the requirements for N.C. licensure in a particular area. The courses offered by the Stout School of Education include the following:

- LEA 2020. Psychology of Development in Education (3)
- LEA 2450. Introduction to Special Education (3)
- LEA 3160/3170. Literacy and Learning I and II: MGE/Secondary/K–12 Level (3)
- LEA 3260. Educational Psychology: Elementary Grades (3)
- LEA 3270. Educational Psychology: Middle Grades (3)
- LEA 3280. Educational Psychology: Secondary Grades (3)
- LEA 3290. Educational Psychology: Specialty Areas (3)
- LEA 3400. Methods of teaching Mildly Disabled Students in General Education (3)
- LEA 3840. Methods of Instruction in Middle Grades Education: Language Arts (3)
- LEA 3850. Methods of Instruction in Middle Grades Education: Mathematics (3)
- LEA 3860. Methods of Instruction in Middle Grades Education: Science (3)
- LEA 3870. Methods of Instruction in Middle Grades Education: Social Studies (3)
- LEA 3910. Methods of Instruction in Secondary Education: English (3)
- LEA 3920. Methods of Instruction in Secondary Education: Mathematics (3)
- LEA 3940. Methods of Instruction in Secondary Education: Science (3)
- LEA 3950. Methods of Instruction in Secondary Education: Social Studies (3)
- LEA 3960. Methods of Instruction in Special Subjects: Art Education (3)
- LEA 3970. Methods of Instruction in Special Subjects: Health/Physical Education (3)
- LEA 4801. ILT Support I (2)
- LEA 4802. ILT Support II (2)



Minors in the Department of Educator Preparation

Requirements for the Minor in Special Education for Education Majors (18 credits)

- EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models (4)
- EDU 3140. Special Education Policies and Procedure I (4)
- EDU 3244. Teaching and Learning Strategies: Practicum in Special Education (2)
- EDU 3245. Classroom and Behavior Management for Special Education (4)
- EDU 4009. Technology Integration for Special Education Classrooms K-12 (2)

Pick one course from the list below:

- EDU 3243. Struggling Readers and Writers (4)
- EDU 4141. Instructional Strategies in the Content Areas for Secondary Students with Disabilities (4)

Requirements for the Minor in Special Education for Education Studies and Non-Education Majors (18 credits)

- EDU 1200. Introduction to Teaching (2)
- EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models (4)
- EDU 3140. Special Education Policies and Procedures I (4)
- EDU 3244. Teaching and Learning Strategies: Practicum in Special Education (2)
- EDU 3245. Classroom and Behavior Management for Special Education (4)

Select one course from the list below:

- EDU 1010. American Sign Language I (4)
- EDU 3246. Behavior Strategies for Students with Moderate to Severe Disabilities (4)
- EDU 4330. Research in Education (4)

Requirements for the Minor in Athletic Coaching (20 credits)

- PEC 2101. Team Sports: Skill Development and Analysis (4)
- PEC 2201. Individual Sports: Skill Development and Analysis (4)
- PEC 3110. Responsibilities in Athletic Coaching (4)
- PEC 3210. Coaching and Officiating in Varsity Athletics (4)
- PEC 4210-4211. Coaching Field Experience I and II (4)

Requirements for the Minor in Health Education (20 credits)

- EDU 1201. Seminar in Teaching (2)*
- EDU 4275. Internship in Education (2)*
- HED 1200. Nutrition and Healthy Living (4)
- HED 3100. Contemporary Health Issues (2)

* These courses should be taken at the end of the course sequence.

A minimum of 10 credits from the following list:

- EXS 4400. Health Behavior Change (4)
- HED 2100. Prevention and Substance Abuse (2)
- HED 2200. Human Sexuality and Relationships (4)
- HED 3200. Women's Health Issues (4)†
- HED 3300. Aging & Life Choices (4)†
- PEC 2130. Healthy Living for the Elementary Child (4)
- PSY 3610. Health Psychology (4)‡
- SPN 2141. Spanish for the Medical Professions (4)ˆ

† Prerequisite: Junior Status

‡ Prerequisite: PSY 2000.

ˆ Prerequisite: SPN 2130 or SPN 2140 or permission of the instructor.

Requirements for the Academically Gifted Add-on Licensure Program (12 credits)

Licensure to teach academically gifted children (K–12) is an add-on program offered to teachers who hold a current teaching license in a related/relevant field. Twelve hours of course work, specific to the needs and characteristics of gifted children, are required.

- EDU 4360. The Gifted Child (3)
- EDU 4410. Curriculum Development and Differentiation for the Gifted (3)
- EDU 4420. Teaching and Learning Strategies for Gifted Education (3)
- EDU 4390. Trends and Issues in Gifted Education (3)



B.A. to M.Ed. Program in Intellectual Disabilities

Current students majoring in Special Education — Adapted Curriculum are eligible to apply in the junior year for admission to the B.A. to M.Ed. Program in Intellectual Disabilities. This is an uninterrupted enrollment plan that leads to both a bachelor’s degree in Special Education — Adapted Curriculum and a master’s degree in Intellectual Disabilities within a total of five years. Academically qualified students follow a prescribed plan of study which includes in enrollment in three specialized courses in the senior year which are applied to the graduate degree program upon completion of the M.Ed. in Intellectual Disabilities. The courses designated for the B.A. to M.Ed. Program include the following:

- EDU 4543. Occupational and Transition Planning for Secondary Students with Intellectual Disabilities (3)
- EDU 4545. Assistive Technology and Instructional Support for the 21st Century Classroom (3)
- EDU 4566. Using Data to Make Instructional Improvements (3)

Department of Leadership Studies

Dr. Amy Holcombe, *Chair*; Dr. Tawannah Allen; Dr. Charles Bingham; Dr. Michelle Bartlett; Dr. Allison Blosser; Dr. Dustin Johnson; Dr. Barbara Zwadyk.

Programs of Study

- Education Studies Major (B.A.)
- Education Studies Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Leadership Studies, students must complete one of the following:

B.A. in Education Studies

Major Requirements	40 credits
University Core Requirements	50 credits
Electives	38 credits
TOTAL	128 credits



Education Studies Major

Student Learning Outcomes

Upon completing the Education Studies Program at High Point University, students will be able to:

1. think critically about the role that educational institutions serve in society;
2. evaluate the impact of educational policies and practices on students, teachers, and the broader community;
3. apply different disciplinary perspectives to the study of educational policies, practices, and pedagogy;
4. conduct research in education using a variety of social-scientific methodologies;
5. recognize injustices in educational structures, policies, and practices and formulate solutions to remedying those injustices.

Requirements for the B.A. in Education Studies (40 credits)

Foundations (15-16 credits)

Select four courses from the following list:

- PHL 2013. Ethics in Education (4)
- EDU 2000. History of American Education (4)
- EDU 2100. Nature of the Learner (4)
- SOA 3050. Education and Society (4)
- EDU 3260. Education in Age of Globalization (4)
- EDU/GBS 3720. Teaching Global Perspectives Through Children's Literature (4)
- EDU 4560. Leadership in Education (3)

Pedagogy/Methods (12-14 credits)

- EDU 1202. Seminar in Education (2)
- EDU 2200. 21st Century Classroom (4)
- EDU 4200. Diverse Learners and Culturally Relevant Pedagogy (4) **or** EDU 4540. Diversity in Education: Societal and Organizational Perspectives (3) **or** EDU 4300. Social Justice in Education (4)
- EDU 4330. Research in Education (4) **or** EDU 4530. Methods of Educational Research (3)

Internship (2-4 credits)

- EDU 4275. Internship in Education (2-4)

* This course option is available only for candidates in the B.A. to M.Ed. in Educational Leadership program.

Interdisciplinary Requirements (8 credits)

Choose two courses from the following categories. Selection can either be two from the same category or across categories. Courses not listed here can also fulfill the interdisciplinary requirements with the approval of the program director.

Note: Some of the courses listed below have prerequisites. It is up to the student and his/her advisor to determine if the prerequisites have been fulfilled and/or to seek the permission of the instructor to enroll in the course.

Policy Studies

- HST 2217. Slavery and Freedom of America (4)
- HST 2227. The Struggle for Control: A History of American Business and Labor (4)
- HST 2247. The Long Civil Rights Movement (4)
- PSC 2310. American Politics (4)
- PSC/INR 2710. International Relations (4)
- SOA/WGS 2850. Globalization and Poverty (4)

Community Engagement

- ENG 4140. Community Writing (4)
- HST 3212. American Thought and Culture (4)
- HST 3903. Public History (4)
- NPL 1250. Nonprofit Organizations and the Voluntary Sector (4)
- NPL 2750. Fundraising and Resource Development (4)
- PHL 3010. Civic Responsibility and Social Innovation (4)
- WGS/CSI 2020. Gender, Identity, and Social Justice in High Point (4)

Family and Society

- SOA/WGS 2030. Sociology of the Family (4)
- SOA/WGS 2040. Race and Ethnicity (4)
- SOA 3600. Language and Culture (4)
- SOA/WGS 4015. Sociology of Work and Family (4)
- WGS 1000. Introduction to Women's and Gender Studies (4)

Psychology

- PSY 3310. Child Development (4)
- PSY 3320. Adolescent Development (4)
- PSY 4301. Family Dynamics (4)

Business

- ACC 2010. Financial Accounting (4)
- ENT 3023. Business Modeling and Feasibility (4)
- ENT 3400. Entrepreneurial Finance (4)
- MGT 2220. Principles of Management and Organizational Behavior (4)
- MKT 2110. Principles of Marketing (4)

Requirements for the Minor in Education Studies (20 credits)

EDU 1201. Seminar in Teaching (2)
 EDU 2000. History of American Education (4)
 EDU 4275. Internship in Education (2-4)
 EDU 4330. Research in Education (4)

Choose one course from the following:

EDU/GBS 3260. Education in the Age of Globalization (4)
 SOA 3050. Education and Society (4)

Choose one course from the following:

EDU 2100. Nature of the Learner (4)
 EDU 4200. Diverse Learners and Culturally Relevant
 Pedagogy (4)
 EDU 4300. Social Justice in Education (4)

B.A. to M.Ed. Program in Educational Leadership

Current education and non-education students are eligible to apply in the junior year for admission to the B.A. to M.Ed. Program in Educational Leadership. This is an uninterrupted enrollment plan that leads to both a bachelor's degree in the students major and a master's degree in Educational Leadership within a total of five years. Academically qualified students follow a prescribed plan of study which includes enrollment in three specialized courses in the senior year which are applied to the graduate degree program upon completion of the M.Ed. in Educational Leadership. The courses designated for the B.A. to M.Ed. Program in Educational Leadership include the following:

EDU 4510. Advanced Instructional Technology for the 21st
 Century (3)
 EDU 4540. Diversity in Education: Societal and Organizational
 Perspectives (3)
 EDU 4566. Using Data to Make Instructional Improvement (3)

Course Descriptions

EDU 1010. American Sign Language I. This course is designed to be an introduction to American Sign Language (ASL). Practical ASL conversation and interaction skills will be emphasized along with a focus on understanding American Deaf Culture. Topics include: finger spelling, numbers,

terminology, vocabulary, grammar, making requests, giving information, describing people and places, activities to build language skills, social skills, history of ASL, and American Deaf Culture. Grammar and vocabulary will be taught in context utilizing ASL as the language of instruction. *Four credits.*

EDU 1020. American Sign Language II. This course is designed to be a continuation of EDU 1010 (American Sign Language I). Practical ASL conversation and interactive skills will be emphasized along with a focus on understanding American Deaf Culture. Grammar and vocabulary will be taught in context utilizing ASL as the language of instruction. Expanded vocabulary will be covered on a variety of topics including numbers, sports and activities, clothing, personality traits, occupations, social skills, food, and home and community, while students continue to learn sentence structures and patterns. Expansion of expressive and receptive ASL communications skills is a critical focus of this course. *Prerequisite: EDU 1010 or permission of the instructor. Four credits.*

EDU 1200. Introduction to Teaching. This course is an overview of the teaching profession in K–12 schools. The course includes seminars and observations in the elementary, middle, and secondary schools. The course is designed to introduce students to the role of the teacher in the K–12 classroom in the areas of their interest and exploring teaching as a career choice. *This course is available to freshmen in the fall and spring. Two credits.*

EDU 1201. Seminar in Teaching. This course will provide concepts and practical information on teaching techniques. This course is designed to introduce students in the health education or education studies minor appropriate styles of teaching for different environments, learning styles, and ages. Various multimedia presentation formats for particular audiences will also be addressed. *Prerequisite: Enrollment in the Health Education or Education Studies minor. Two credits.*

EDU 1202. Seminar in Education. This course is designed to explore topics in Education orienting the student to some of the relevant issues and practices in the teaching profession. Foundational in nature, and an elective in the Education Studies major and minor, Seminar in Education explores the origins, development, dynamics, consequences, and ongoing debates around these issues and practices, with the goal of providing insights into education that empower professional activity and inform everyday citizenship. *Two credits.*

EDU 2000. History of American Education. This course examines the history of K-12 education in United States from colonial times to the present. In the course, candidates are asked to engage both primary and secondary source materials to discover trends in educational policy, practice, and reform and analyze the implications of those trends for students, educators, and communities. More specifically, the course content encourages candidates to critically evaluate how issues of power, privilege, access, accountability, and the achievement gap have shaped educational policies and practices over time. *Four credits.*

EDU 2100. Nature of the Learner. An analysis of theories and principles of educational psychology related to the social, psychological, and physical development of K-12 students. Relationships among patterns of human development, student maturation, learning styles, and characteristics of educational environments are incorporated. *This course is available to sophomores in the fall and spring. Four credits.*

EDU 2200. The 21st Century Classroom. This course is designed to provide the necessary foundation needed by future teachers to gain the pedagogical knowledge, skills, and dispositions essential to be an effective teacher in the 21st Century classroom. The candidates will focus on classroom culture, learning environment, teaching standards, professional conduct, research based teaching practices, lesson planning and global perspective on content. Through this course, students are expected to demonstrate proficiency in understanding the basics of general education curriculum in order to develop effective lesson plans for instruction using reflective practices. *This course is available to sophomores in the fall and spring. Four credits.*

EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models.

This introductory course in special education is designed to increase candidate knowledge regarding teaching students with disabilities. Strategies for determining need through multitiered systems of support and planning for differentiated instruction are examined. Historical legal milestones and current legislative issues regarding the education of students with disabilities will be discussed along with the process of determining eligibility and developing Individualized Education Plans (IEPs). Characteristics of students with disabilities are covered in the

course as well as the practical application of collaborative teaching methods in inclusive classrooms, such as co-teaching. Emphasis is placed on the development of the consultation skills needed to collaborate with all educational professionals, parents and the community. *This course is available to juniors in the fall. Four credits.*

EDU 3110. Educational Technology for Teachers. This course focuses on the use of Web 2.0 technologies to enhance student achievement and improve instruction in the classroom. Emphasis is placed on the NETS-T Standards as well as the integration of various forms of technology. Topics addressed in the course include blogs, wikis, podcasting, video conferencing, virtual field trips, webquests, RSS feeds, interactive whiteboards, and student response systems. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the fall and spring. Two credits.*

EDU 3130. Methods of Teaching Reading and Writing in the Primary Grades (K-2). This course is designed to support candidates' understanding of the foundations of reading and writing, reading as a transactive process, and the integrated practices of multimodal literacies. Principles, methods and materials for developing effective literacy instruction across content areas to enhance students' learning in grades K-2 are explored. The role of prior knowledge, cultural and linguistic background, motivation and personal significance on comprehension across a wide range of print and non-print texts is addressed. Emphasis is on creating literate environments that foster independent, strategic, motivated readers in 21st century classrooms and schools. Field experience required. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the fall. Four credits.*

EDU 3131. Integration of Fiction and Nonfiction Texts in the Elementary Classroom. This course is designed to support the prospective teacher with a wide variety of literature available to children in the classroom. The candidate will become familiar with a Multimedia approach to literature and use in the elementary curriculum with emphasis on integration of fiction and nonfiction literature into the curriculum. The candidate will become familiar with a wide range of authors, illustrators and genres in children's literature and how it can be used to increase comprehension and support curriculum in the classroom. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the fall. Two credits.*

"Each professor in the Stout School of Education took a personal interest in me and provided me with all the tools I will use in my future teaching career. I graduated from High Point with many life lessons, mentors and friends. I couldn't have done it without them!"

– Keri Wilkins, Class of 2011

EDU 3140. Policies and Procedures I. This course is designed to provide direct experience with the policies and procedures utilized for students with disabilities in grades K–12. The Policies Governing Services for Children will be introduced including the process and completion of state forms used to document pre-referral to delivery of services for students with mild disabilities. Assessment techniques, including intellectual and educational screening, adaptive behavior, functional behavioral assessment (FBA), applied behavior analysis and PBIS (Positive Behavior Support interventions) using standardized, non-standardized, and alternative formats commonly utilized for identification of mild disabilities will be included. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the fall. Four credits.*

EDU 3230. Methods of Teaching Reading and Writing in the Intermediate Grades. This course is designed to support candidates' understanding of the foundations of reading and writing, reading as a transactive process, and the integrated practices of multimodal literacies. Principles, methods and materials for developing effective literacy instruction across content areas to enhance students' learning in grades 3-6 are explored. Emphasis is on creating literate environments that foster independent, strategic, motivated readers in 21st century classrooms and schools. Qualitative and quantitative evaluative procedures to help teachers (3-6) regularly assess a student's interests, attitudes, and reading strategies and retell abilities are analyzed. The candidate will plan, implement and evaluate reading assessment data for the purpose of selecting, applying, and modifying instructional materials and strategies to support all children in reading more effectively and efficiently. Field experience required. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the spring. Four credits.*

EDU 3232. Integrated Practicum for the Elementary Classroom. Candidates will complete a supervised 30-hour field experience in an elementary classroom. The focus will be on applying research-based principles and strategies teaching mathematics and literacy. *Prerequisites: Admission into the Educator Preparation Program. Corequisite: EDU 3231. This course is available to juniors in the spring. Two credits.*

EDU 3233. Methods of Teaching Mathematics. The purpose of this course is to help pre-service educators understand how all types of elementary learners process and understand mathematics. This course is designed to provide differentiated methods and strategies for teaching mathematics; as well as the application of mathematics standards for K6 classrooms. Candidates will experience

various manipulative strategies, computational strategies, and problem-solving strategies that enhance mathematics understandings for elementary learners. Areas of mathematics will include cardinality and counting, number theory, numeration, place value, geometry, fractions, algebraic thinking, statistics and data, and problem solving. Candidates will develop lessons consistent with licensure portfolio requirements for mathematics. *Prerequisite: MTH 1110 or higher. Four credits.*

EDU 3234. Behavioral Intervention and Supports in the Elementary Setting. This course is designed to provide the teacher candidate with a foundational understanding of behavioral interventions and supports in the elementary setting. Along with an emphasis on prevention, the core of the course is comprised of understanding the behavioral principles that evidence-based class-wide and individual interventions are derived from. Candidates will learn about teaching appropriate prosocial, communication, and self-management behaviors. Candidates will develop an understanding of established individual and group behavioral interventions and select appropriate interventions based on the function of problematic behavior. De-escalation techniques, behavioral data collection, creation of behavior intervention plans, and adjusting interventions based on data are included in the course. *Course is offered in the spring semester. Prerequisites: Junior standing and completion of EDU 4130, or permission of the instructor. Two credits.*

EDU 3243. Struggling Readers and Writers. This course is designed to provide instruction in the teaching of reading and writing to students with persistent academic difficulties. The candidate will be able to apply and analyze qualitative literacy assessment procedures to effectively identify reading and writing skills. The course provides detailed instructional strategies through RTI (response to intervention) and writing workshop settings. Effective use of authentic literacy practices, multimodal tools and strategies for teaching phonics, spelling and grammar are included. Integration of interactive technology in literacy instruction is also emphasized. The candidate will plan and implement individualized lesson plans based on assessments such as Reading 3D to support students struggling in their literacy development. *Prerequisite: Admission to the Educator Preparation Program or minor in special education. This course is available to juniors in the spring. Four credits.*

EDU 3244. Teaching and Learning Strategies: Practicum in Special Education. This course examines both characteristics of students with high incidence disabilities and effective teaching and learning strategies for students with high incidence disabilities. The North Carolina Standards for Special Education General Curriculum Teacher Candidates will be introduced. A 30-hour practical experience is embedded in this course to allow special education candidates the opportunity for direct observation of characteristics and strategies covered in this course. Candidates will have the opportunity to practice their knowledge of policies and procedures related to the referral process and implement teaching methods learned in content area methods courses during the practical experience placement. *This course is available to juniors in the fall and spring. Two credits.*

EDU 3245. Classroom and Behavior Management for Special Education Teachers K–12. This course is designed to provide the necessary knowledge and skills for creating a positive, safe, and respectful learning environment for a diverse population of students. Emphasis is placed on understanding the function of behavior and on the need to systematically collect and analyze data when designing and implementing behavioral interventions. Topics include: prevention techniques, creating behavior management systems, identifying problem behaviors, conducting functional behavioral analysis, creating behavior intervention plans, collaborating with general education teachers on behavior plan intervention, understanding causes of behavior and reinforcement, de-escalation techniques, and generalization to other settings. Adherence to policies regarding behavior, such as documentation of incidents and manifestation determination will be emphasized. *This course is available to juniors in the fall. Four credits.*

EDU 3246: Behavior Strategies for Students with Moderate to Severe Disabilities. This course builds upon the concepts learned in EDU 3245 Classroom and Behavioral Management for Special Education Teachers K-12 and emphasizes behavior management techniques appropriate for low incidence disability categories. Advanced functional behavior assessment skills will be taught along with adaptation, behavior management techniques, generalization and maintenance of behavior. Topics include: selecting setting event, antecedent, and consequence strategies, determining appropriate replacement behaviors, chaining, shaping, intervention strategies related to sensory regulation/stimulation, positive and negative reinforcement strategies, teaching self-regulatory behaviors and social skills, and prevention of reoccurrence of behaviors. Adherence to policies regarding

behavior, including following Behavior Intervention Plans, Individual Education Plans, and documentation will be included. *Prerequisite: EDU 3245 and admission into the Educator Preparation Program. This course is available to juniors in the spring. Four credits.*

EDU 3251. Literature for Young Adults. A study of Anglo-phonetic (i.e., British, American, Canadian, Australian, Irish) literature written for early-adolescent readers. Special attention will be given to the analysis of works frequently included in middle school curricula and/or popular works read independently by children of ages 10–13.

A critical paper, book summaries, lesson “sketches,” and class discussion will reflect the students’ growing understanding of the material. The fourth hour of credit will be earned through a research project exploring one of the following: 1) the life, criticism on, and collected works of a single author; or 2) an issue related to the teaching of adolescent literature. *Prerequisite: Admission to the Educator Preparation Program. This course available to juniors in the spring, and is a requirement for the Language Arts Concentration for Middle Grades majors and Secondary English 9–12 licensure. Four credits.*

EDU/GBS 3260. Education in the Age of Globalization. This course focuses on trends and forces that are shaping educational systems around the world. It covers topics such as education and economic development, trends in higher education, international testing, the accountability movement, and school choice. The course engages questions of justice as it analyzes global trends and encourages students to evaluate critically the educational policies and practices of the U.S. and other countries. *Four credits. [GS]*

EDU 3280. Literacy in the Content Areas. This course helps prospective teachers design and implement plans for helping students decode, comprehend, interpret and apply print and non-print information in their respective content areas, as guided by the NCSCOS standards for middle grades language arts and Secondary English. Emphasis is on the processes of literacy required for making sense of new, incoming content material, and on the ways teachers can help students develop these literacy processes to become more effective learners within a content area. 15-hour practicum in low performing school is required. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the spring. Four credits.*

EDU 3290. Systematic Instruction for Students with Moderate to Severe Disabilities. This course focuses on how to use systematic instruction in curriculum, assessment, and instructional methods for students with

moderate to severe disabilities. Research supports the use of systematic instruction as a means for teaching students with moderate to severe disabilities. As a result, teachers of students with moderate to severe disabilities must learn appropriate methods for identifying and teaching both academic and functional content in a meaningful systematic manner. The North Carolina standards for Special Education Adapted Curriculum Teacher Candidates will be introduced. *Prerequisite: Admission to the Educator Preparation Program or minor in Special Education. Four credits.*

EDU/GBS 3720. Teaching Global Perspectives Through Children's Literature. This course examines why a global curriculum is important and how global children's literature can help students understand their own cultural identities, as well as, offering an avenue to inquire into global cultures. Additionally, this course uses children's literature as a gateway for educators to examine multiple perspectives on a social or ethical issue and how this inquiry-based process can be implemented into their own classrooms. *Prerequisite: Junior standing. Course is offered during the spring semester. Four credits. [GS]*

EDU 4000. Investigation of Teacher Performance Assessment. Teachers in the contemporary K-12 classroom are tasked with planning, teaching, and assessing student learning, as well as engaging in a cycle of ongoing reflection and analysis of student achievement data. This course introduces performance-based assessment tools that evaluate teachers' planning, instruction, assessment, and analysis of student achievement for the purpose of informed classroom decision-making. Students will evaluate teaching effectiveness by analyzing the following: school context, targeted instructional plans, model lessons for K-12 learners, sample lesson video exemplars, and K-12 student achievement data. *This course is offered in the fall semester. One Credit.*

EDU 4008. Technology Integration for Middle and Secondary Level Classrooms. This course focuses on the use of technology to engage, enhance, and extend learning through integration with Common Core/Essential Standards for middle, secondary, and specialty subject areas. Students will combine their technological skills with pedagogical and content knowledge to integrate technology effectively into lesson plans and units. Topics of study will include e-books, SMART Response, iPad Apps and other web-based applications to enhance planning and teaching. *Prerequisite: Admission to the Educator Preparation Program; Corequisites: EDU 4150, EDU 4154, EDU 4160, EDU 4161, EDU 4162, EDU 4163, EDU 4164, EDU 4172, EDU 4173, EDU 4174. Two credits.*

EDU 4009. Technology Integration for Special Education K–12 Classrooms. This course focuses on the use of technology to engage, enhance, and extend learning through integration with Common Core/Essential Standards for special education teachers (K–12). Students will combine their technological skills with pedagogical and content knowledge to integrate technology effectively into lesson plans and units. Topics of study will include e-books, SMART Response, iPad Apps and other web-based applications to enhance planning and teaching. *Prerequisite: Admission to the Educator Preparation Program. Corequisites: EDU 4144, EDU 4150, or enrollment in the Special Education minor. Two credits.*

EDU 4110. Technology Integration for Elementary K–6 Classrooms. This course focuses on the use of technology to engage, enhance, and extend learning through integration with Common Core/Essential Standards for elementary school students. Candidates will combine their technological skills with pedagogical and content knowledge to integrate technology effectively into lesson plans and units. Topics of study will include e-books, SMART Response, iPad Apps and other web-based applications to enhance planning and teaching. *Prerequisite: Admission to the Educator Preparation Program. Corequisites: EDU 4131, EDU 4132, EDU 4133, and EDU 4134. Two credits.*

EDU 4111–4114. Independent Study. Independent opportunity for candidates to work on evidence assignments or research projects under the direct supervision of a faculty member in the Stout School of Education. Credit will be determined at the discretion of the instructor. Course may be repeated as needed. *One to four credits.*

EDU 4130. Classroom and Behavior Management: Elementary Focus. This course is designed as an introduction to the prevention and intervention approaches used to deal with the most common classroom management issues and behavioral difficulties exhibited by students in general education classrooms, grades K–6. Specific techniques such as classroom meetings, functional behavior assessment, secondary reinforcement programs, punishment, and school-wide behavioral support will be presented. *Prerequisite: Admission to the Educator Preparation Program. This course is available in the fall and spring. Two credits.*

EDU 4133. Methods of Teaching Social Studies. This course is designed to support the 21st Century teaching candidate in technology and integrating effective literacy instruction with the Common Core State Standards and

"The faculty of the Stout School of Education is always looking ahead of the curve. They understand that when their students finally get into the field upon graduation, that the playing field is going to be completely different than it is today. They take this into consideration and prepare you to be ready when it comes time to enter your very first classroom."

— Chris Terzigni, Class of 2012

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Essential Standards for North Carolina in Social Studies. The candidate will design, implement, and assess instruction to meet the diverse needs of elementary students in a culturally responsive learning environment, utilizing content knowledge required to produce knowledgeable, global citizens who are critical thinkers and effective decision-makers in a democratic society. *Prerequisite: Admission into the Educator Preparation Program. Corequisites: EDU 4131, EDU 4132, EDU 4134, and EDU 4110. This course is available to seniors in the fall. Two credits.*

EDU 4134. Introduction to Student Teaching.

Candidates will begin the supervised 16 week student teaching internship focused on applying research based principles and developmentally appropriate pedagogies for 21st Century learners. Candidates will demonstrate their understanding of instructional strategies across all curricula and the use of technology to enhance student learning outcomes. During the internship, candidates will plan and implement lessons applicable to content area licensure requirements. *Prerequisite: Admission into the Educator Preparation Program. Internship Fee: \$100.00. This course is available to seniors and is graded Pass/Fail. Four credits.*

EDU 4135. Integrated Arts in the Elementary School.

This course focuses on the relationships among the arts as they provide creative opportunities for the practice of knowledge in other subjects. It is an overview of the fundamentals of art, music, dance and drama and how to implement them into the elementary classroom. Emphasis will be placed on developmentally appropriate instruction. Lesson planning and assessment in the arts areas will be studied and produced. Theory, practice, and strategies to support the integration of the arts with the Common Core State and Essential Standards. *Prerequisite: Admission into the Education Preparation Program. This course is available to juniors in the spring. Two credits.*

EDU 4141. Instructional Strategies in the Content Areas for Secondary Students with Disabilities.

Strategies for collaborative instruction, instructionally relevant use of computer based technology, and strategic instruction to improve access of students with disabilities in the general curriculum with an emphasis on content area instruction at the middle and secondary levels: English, science, social studies, and mathematics. Applications of instructional strategies are included. *Four credits.*

EDU 4142. Special Education Policies and Procedures II.

A continuation of EDU 3140, this course focuses on the policies and procedures governing services for students with disabilities in grades K-12. Building on information covered in EDU 3140 the continuing process of the completion of North Carolina state forms used to document delivery of services for students with mild disabilities will be emphasized. The development of an Individual Educational Program, transition planning, monitoring and reporting of progress in general education classrooms, classroom and testing accommodations/modifications, related services and effective parental and student involvement are topics to be covered. Software programs for writing individualized educational plans in grades K-12 will be utilized. *This course is offered to seniors in the fall. Four credits.*

EDU 4142. Special Education Policies and Procedures-II.

This course focuses on the policies and procedures utilized for IEP planning, progress monitoring and reporting of progress in general curriculum classrooms. Software programs for writing individualized educational plans in grades K-12 will be introduced along with additional assessment procedures including curriculum based assessment (CBA) and criterion referenced testing (CRT). Topics also include

developing goals for transition planning and post school outcomes as well as strategies to encourage and support parent involvement in the special education process.

Prerequisite: Admission to the Educator Preparation Program. This course is offered to juniors in the spring. Four credits.

EDU 4144. Introduction to Student Teaching.

Candidates will begin the supervised 16 week student teaching internship focused on applying research based principles and developmentally appropriate pedagogies for 21st Century learners. Candidates will demonstrate their understanding of instructional strategies across all curricula and the use of technology to enhance student learning outcomes. During the internship, candidates will plan and implement lessons applicable to content area licensure requirements. *Prerequisite: Admission into the Educator Preparation Program. Internship Fee: \$100.00. This course is available to seniors and is graded Pass/Fail. Four credits.*

EDU 4150. Interdisciplinary Methods of Instruction for Middle Grades.

Students in specialized core content areas will focus directly and exclusively on the knowledge, skills, and dispositions needed to successfully teach young adolescents within various grade configurations. Middle grades and special education candidates will understand and apply the major concepts, general curriculum, principles, theories, and research related to middle level learners in order to effectively plan and teach interdisciplinary curricula that are relevant and challenging. the Common Core State Standards and Essential Standards for North Carolina subjects will include Language Arts, Math, Science, and Social Studies. *Prerequisite: Admission into the Educator Preparation Program. Corequisites: EDU 4008, EDU 4154, EDU 4144. This course is available to seniors in the fall. Four credits.*

EDU 4154. Introduction to Student Teaching.

Candidates will begin the supervised 16 week student teaching internship focused on applying research based principles and developmentally appropriate pedagogies for 21st Century learners. Candidates will demonstrate their understanding of instructional strategies across all curricula and the use of technology to enhance student learning outcomes. During the internship, candidates will plan and implement lessons applicable to content area licensure requirements. *Prerequisite: Admission into the Educator Preparation Program. Internship Fee: \$100.00. This course is available to seniors and is graded Pass/Fail. Two credits.*

EDU 4160. Methods of Teaching Middle Grades and Secondary English.

Various approaches to the teaching of English— literature, writing, speaking, listening, language, media and general literacy skills — are explored and practiced, with an emphasis on language diversity and multi-modal instruction. Students in this course will create and critique lesson and unit plans based on the Common Core State Standards and Essential Standards for North Carolina, as well as clarify their own definitions of English pedagogy and self-concept as classroom teacher. They will also consider issues of personal and professional ethics in the English classroom. *Prerequisite: Admission to the Educator Preparation Program. Four credits.*

EDU 4161. Methods of Teaching Middle Grades and Secondary Mathematics.

Candidates in this course will design and develop lesson plans and units engaging students in critical thinking and problem solving in mathematics. The course will also provide instruction in integrating 21st Century Skills into lesson design, the application of mathematics to real world situations, and developing formative and summative assessments. The Common Core State Standards and Essential Standards for North Carolina and guidelines from NCTM will provide the curriculum framework. Candidates will also understand the role of ethics (both personal and professional) in the math classroom. *Prerequisite: Admission to the Educator Preparation Program. Four credits.*

EDU 4162. Methods of Teaching Middle Grades and Secondary Social Studies.

Candidates in this course will demonstrate proficiency in concept based and differentiated instruction in the social studies standards through the design and development of lesson plans and units engaging students in critical thinking and problem solving in a global prospective. The course will also provide instruction in integrating 21st Century Skills into lesson design and formative and summative assessments. The Common Core State Standards and Essential Standards for North Carolina will provide the curriculum framework. Candidates will also understand the role of ethics (both personal and professional) in the social studies classroom. *Prerequisite: Admission to the Educator Preparation Program. Corequisites: EDU 4008 and EDU 4164. Four credits.*

EDU 4163. Methods of Teaching Middle Grades and Secondary Science.

Candidates in this course will design unit and lesson plans for Secondary Science based on the Common Core State Standards and Essential Standards for North Carolina including biology, chemistry, earth science and physics that infuse literacy and technology while engaging students in active learning and critical thinking. The course will also focus on the development of safe practices and classroom management techniques for the science laboratory. Candidates in the course will come away with a well developed understanding of the teaching of scientific inquiry, the integration of 21st Century Skills into lesson design, and the role of ethics (both personal and professional) in the science classroom. *Prerequisite: Admission to the Educator Preparation Program. Four credits.*

EDU 4164. Introduction to Student Teaching.

Candidates will begin the supervised 16 week student teaching internship focused on applying research based principles and developmentally appropriate pedagogies for 21st Century learners. Candidates will demonstrate their understanding of instructional strategies across all curricula and the use of technology to enhance student learning outcomes. During the internship, candidates will plan and implement lessons applicable to content area licensure requirements. *Prerequisite: Admission into the Educator Preparation Program. Internship Fee: \$100.00. This course is available to seniors and is graded Pass/Fail. Two credits.*

EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms.

This course offers an exploration of the many forms of data and develops specific data literacy skills in creating assessments that yield valid and reliable data, using data to make informed instructional decisions and communicating to others what the data results mean. Topics of study include rubric design, the alignment of formative and summative assessment practices with the Common Core and Essential Standards and how to effectively use technology integrated evaluation systems such as the Educational Value-Added Assessment System (EVAAS) for K–12 classrooms. *Corequisite: EDU 4230/40/50/60/70: Internship II. Course is available in the fall and spring. Two credits.*

EDU 4172. Methods of Teaching Foreign Language K–12.

This course will provide an overview of current theory and practice in teaching foreign language, K–12. Topics will include the knowledge of how children learn language, professional standards and practices, appropriate methods and materials to utilize in all levels of classroom instruction K–12, and techniques to teach listening, speaking, writing, reading, and culture. Candidates will also review a variety of approaches to infuse literacy and technology while integrating 21st Century Skills into lesson design and consider the role of ethics (both personal and professional in the foreign language classroom). *Prerequisite: Admission to the Educator Preparation Program. Corequisites: EDU 4008 and EDU 4174. This course is available to seniors in the fall. Four credits.*





EDU 4173. Methods of Teaching Health and Physical Education K–12.

This course will provide an overview of the spectrum of methods used to teach health and physical education in grades K–12. Topics will include classroom management, standards and curriculum, diversity, and best practices. Students will also review a variety of approaches to infuse literacy and technology while integrating 21st Century Skills into lesson design. The role of ethics (both personal and professional) in the classroom will also be emphasized. *Prerequisite:* Admission to the Educator Preparation Program. *Corequisites:* EDU 4008 and EDU 4174. This course is available to seniors in the fall. Four credits.

EDU 4174. Introduction to Student Teaching.

Candidates will begin the supervised 16 week student teaching internship focused on applying research based principles and developmentally appropriate pedagogies for 21st Century learners. Candidates will demonstrate their understanding of instructional strategies across all curricula and the use of technology to enhance student learning outcomes. During the internship, candidates will plan and implement lessons applicable to content area licensure requirements. *Prerequisite:* Admission into the Educator Preparation Program. *Internship Fee:* \$100.00. This course is available to seniors and is graded Pass/Fail. Two credits.

EDU 4200. Diverse Learners and Culturally Relevant Pedagogy.

This course examines the diversity found in today's school community. Students will explore the multicultural nature of contemporary classrooms and will gain a better understanding of those learners' behavior in relation to the mores of a public school education.

Through class seminars and in-school projects, participants will develop strategies and materials for helping diverse learners to be more successful in school. The course will contain a heavy emphasis on English Language Learners and the use of Culturally Relevant Pedagogy through SLOP. *Prerequisite:* Admission to the Educator Preparation Program. This course is available to seniors in the fall, and has been approved to meet one of the two Social Science Area II requirements for Educator Preparation majors enrolled in the following licensure areas: Secondary Biology, Secondary Comprehensive Science, Secondary Mathematics, Secondary English, Health/Physical Education, and Spanish K–12. Four credits. [S]

EDU 4230. Student Teaching Continuation.

A continuation of the 16 week student teaching internship, this course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement. Students will organize, plan, and set goals that meet the needs of all learners while under supervision of a cooperating teacher and university supervisor in the area of intended licensure. Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. *Prerequisite:* Admission to the Educator Preparation Program and a passing grade in EDU 4134: Introduction to Student Teaching; *Co-requisite:* EDU 4166. *Internship Fee:* \$300.00. This course is offered to seniors in the spring and is graded Pass/Fail. Eight credits.

EDU 4231: Seminar in Classroom Management of K-6 Classrooms. This seminar style course is designed to offer the student teacher with in-depth discussion on the

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

daily management of the elementary classroom. Weekly topics will focus on specific issues often experienced by beginning teachers regarding discipline, work flow management, learner engagement and working with parents. *Prerequisite: Admission to the Educator Preparation Program. Prerequisite: Fall/Spring EDU 4130; Corequisite: 4230. Two credits.*

EDU 4233. Principles of Integrated Instruction: Science/Math Focus. This course is designed to support the 21st century teaching candidate in technology and integrating math and science instruction with the Common Core State Standards and Essential Standards for North Carolina. The candidate will design, implement, and assess instruction to meet the diverse needs of elementary students using research-based principles such as inquiry, differentiated instruction, problem solving and other instructional modalities. Emphasis will be placed upon the process skills common to math and science. *Prerequisites: Admission into the Educator Preparation Program. This course is available to seniors in the fall. Four credits.*

EDU 4240. Student Teaching Continuation. A continuation of the 16 week student teaching internship, this course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement. Students will organize, plan, and set goals that meet the needs of all learners while under supervision of a cooperating teacher and university supervisor in the area of intended licensure. Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. *Prerequisite: Admission to the Educator Preparation Program and a passing grade in EDU 4144: Introduction to Student Teaching; Co-requisite: EDU 4166. Internship Fee: \$300.00. This course is offered to seniors in the spring and is graded Pass/Fail. Eight credits.*

EDU 4250. Student Teaching Continuation. A continuation of the 16 week student teaching internship, this course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement. Students will organize, plan, and set goals that meet the needs of all learners while under supervision of a cooperating teacher and university supervisor in the area of intended licensure. Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. *Prerequisite: Admission to the Educator Preparation Program and a passing grade in EDU 4154: Introduction to Student Teaching; Co-requisite: EDU*

4166. Internship Fee: \$300.00. This course is offered to seniors in the spring and is graded Pass/Fail. Eight credits.

EDU 4260. Student Teaching Continuation. A continuation of the 16 week student teaching internship, this course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement. Students will organize, plan, and set goals that meet the needs of all learners while under supervision of a cooperating teacher and university supervisor in the area of intended licensure. Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. *Prerequisite: Admission to the Educator Preparation Program and a passing grade in EDU 4164: Introduction to Student Teaching; Co-requisite: EDU 4166. Internship Fee: \$300.00. This course is offered to seniors in the spring and is graded Pass/Fail. Eight credits.*

EDU 4270. Student Teaching Continuation. A continuation of the 16 week student teaching internship, this course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement. Students will organize, plan, and set goals that meet the needs of all learners while under supervision of a cooperating teacher and university supervisor in the area of intended licensure. Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. *Prerequisite: Admission to the Educator Preparation Program and a passing grade in EDU 4174: Introduction to Student Teaching; Co-requisite: EDU 4166. Internship Fee: \$300.00. This course is offered to seniors in the spring and is graded Pass/Fail. Eight credits.*

EDU 4275. Internship in Education. This field experience provides the opportunity for students to work in a professional setting in an educational or training capacity. Topics relevant to education or the student's major area of interest will be the focus of the internship experience. Students will complete twenty-hours at the internship site for each course credit. *Two to four credits.*

EDU 4280. Discipline and Classroom Management Issues for Middle Grade and Secondary Teachers. This course is designed to provide the necessary knowledge and skills for creating and maintaining positive classroom management and student behavior for middle and secondary students. Topics will include classroom organization, communicating clear rules and procedures, managing student work, facilitating cooperative group

activities, identifying various types of problem behaviors within the classroom, conflict resolution and anger management strategies, and the establishment of a safe, orderly, and respectful learning environment for a diverse population of students. A focus will be placed on the unique social, physical, and emotional needs of the changing adolescent. *Prerequisite: Admission to the Educator Preparation Program. This course is available in the fall and spring. Two credits.*

EDU 4290. Methods of Teaching Adapted Curriculum K–12. This course focuses on best practices in curriculum, assessment, and instructional methods for students with low incidence disabilities. The course covers functional academic, social and life skills, accommodations, and transition to community, workplace, and post-secondary education for the student with a disability at the secondary level. The North Carolina Standards for Special Education Adapted Curriculum Teacher Candidates will be introduced. Course delivery will include the use of cooperative and collaborative group activities, technology, guest speakers, lectures, and media. *Prerequisite: Admission to the Educator Preparation Program or minor in Special Education. Four credits.*

EDU 4300. Social Justice in Education. This course exposes candidates to issues of justice in education. Candidates will come to understand social justice in education through listening to and working with K–12 students to identify and address problems in schools, communities and other educational settings. The course will help candidates develop into advocates for social change and teach them to empower youth to become change agents in their own schools and communities. *Four credits. [SL]*

EDU 4330. Research in Education. This course introduces candidates to research methods in education. Candidates will learn the steps involved in designing and conducting empirical research in education. The capstone experience in this course requires candidates to develop and conduct a study on a topic in education and then present their project to their peers. This project will enable candidates to practice evaluating and synthesizing educational research through crafting a literature review, as well as learn to collect and analyze qualitative or quantitative data. Finally, candidates will understand how educational research can be a valuable tool in efforts to achieve justice and equity in education. *Four credits.*

The following four courses lead to the add-on license in Academically Gifted and are being retained as 3 credit courses:

EDU 4360. The Gifted Child. An overview of the gifted child in our society and major educational interventions appropriate to adapt to the challenges presented by their unique learning needs. The characteristics, definitions, and identification of giftedness, curriculum modifications, and administrative changes needed in program design and delivery service are studied. Special emphasis is given to the need for training related to the education of this target population. *Three credits.*

EDU 4390. Trends and Issues in Gifted Education. An overview of the most pressing issues in gifted education and the current trends in meeting the needs of these students. While topics may vary from time to time, these issues will likely be covered: intelligence, technology and the gifted child, problems with identification, enrichment and acceleration, ability grouping, creativity, and the handicapped child. *Three credits.*

EDU 4410. Curriculum Development and Differentiation for the Gifted. A review of the concept of giftedness in its various forms and an exploration of methods, materials, setting, and theories of teaching gifted students. This course focuses on ways to use assessment data to expand basic differentiation or curriculum elements (content, process, product, and learning environment) and integrative methods for designing appropriate learning experiences for gifted learners. The adaptation and extension of basic differentiation in the classroom based on the the Common Core State Standards and Essential Standards for North Carolina will be emphasized in the course as well as strategies for identifying student strengths, assessing mastery, ensuring accountability, and planning appropriate alternatives within the classroom. *Three credits.*

EDU 4420. Teaching and Learning Strategies for Gifted Education. This course is designed to provide in-depth knowledge regarding curriculum and program models used for effective instruction for students who are gifted. The effectiveness of various models will be addressed as well as specific instructional strategies utilized for gifted education. In addition, application of curriculum and program models to the extensions of the the Common Core State Standards and Essential Standards for North Carolina will be emphasized. *Three credits.*

The following courses have been approved for those candidates who have been admitted to the B.A. to M.Ed. Program in the Stout School of Education:

EDU 4500. Leadership Development: Internship I.

This graduate level course is designed to provide candidates with a variety of real-world experiences to develop leadership skills and integrates leadership theory and practice while also providing opportunities to collaborate with, and learn from, current practitioners in educational settings of interest. Successful completion of this 150-hour internship experience is required.

Prerequisite: Admission to the B.A. to M.Ed. Educational Leadership Program. Three credits.

EDU 4510. Advanced Instructional Technology for the 21st Century.

A study of the integration of technology into 21st Century schools addressing the NETS Standards for Teachers and Administrators. Emphasis is placed on Web 2.0 technologies and their application in the classroom and as tools for effective leadership at the school level. As a part of the course students will also complete in-depth explorations of school technology systems and online learning through the NCVPS. *Prerequisite: Admission to the B.A. to M.Ed. in Elementary Education or Educational Leadership Program. Three Credits.*

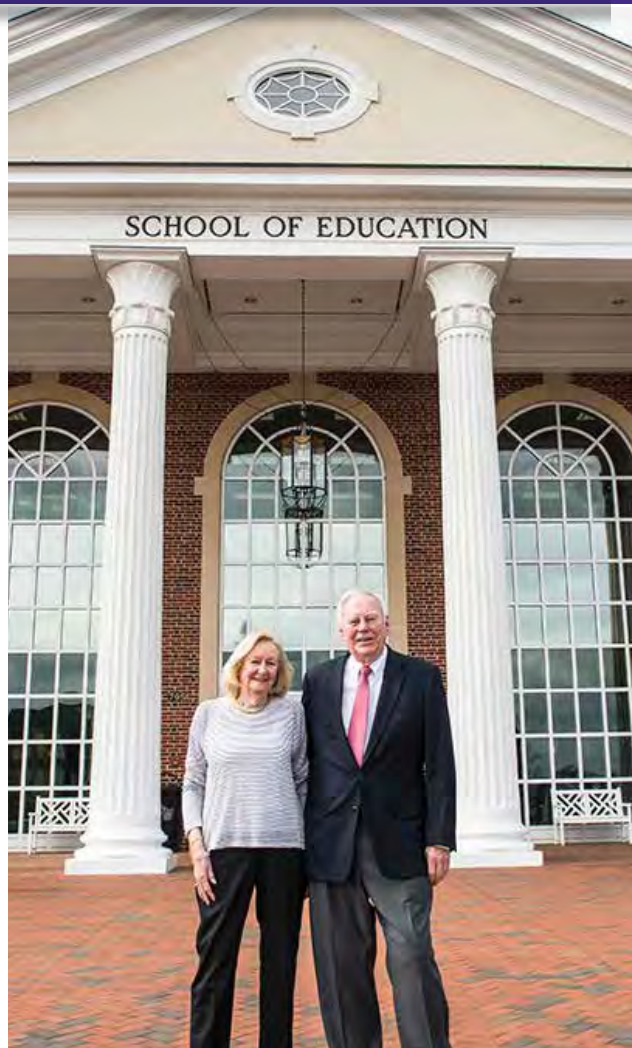
EDU 4511. Technology Integrated Assessment for Elementary STEM P

interactive whiteboard applications for STEM, iPad applications for STEM, and Web 2.0 technologies. As part of the course, students will complete a STEM-infused curriculum project. *Three credits.*

EDU 4530. Methods of Educational Research.

This graduate level course focuses on current research methodologies which are relevant to educational trends, reforms and settings. Exploration of quantitative and qualitative approaches will be presented as candidates learn how to evaluate published research for relevance, credibility, and generalization in a chosen topic of educational interest. Candidates will be required to complete an action research project under faculty supervision and address how this research can be used to make educational improvements in applied settings.

Prerequisite: Admission to the B.A. to M.Ed. Educational Leadership Program. Three credits.



EDU 4531. Literature and Informational Texts for Children and Young Adults.

This graduate-level course includes a critical examination of the characteristics of successful literature programs and exploration of criteria for evaluating and selecting quality children's and young adult literature and informational texts across levels of text complexity and content for the purposes of enhancing teaching and learning. Emphasis will include critical and pedagogical issues in children's and young adult literature. Candidates will describe and develop theories of response to literature that integrate the language arts, technology, and visual/performing arts. *Prerequisite: Admission to the B.A. to M.Ed. Program. Corequisites: EDU 4532, EDU 4133, EDU 4134, and EDU 4110. Approved for Honors credit. Three credits.*



EDU 4532. Foundations of Writing Instruction. This course will examine process writing models, stages for encouraging writers to select, draft, revise, share, edit, and publish topics within a variety of genres. Strategies, use of literature for children and adolescents for establishing criteria of good writing demonstrated and evaluated. Writers' workshop, effective use of authentic reasons for writing, time, mini-lessons, teacher conferences, collaborative student revisions and editing groups. Strategies for teaching phonics, spelling, and grammar in context. Strategies for preparing for NC writing tests. Websites for supporting young writers and publishing their texts. Lesson/Unit planning required. *Prerequisite:* Admission to the B.A. to M.Ed. Program in Elementary Education. *Corequisites:* EDU 4531, EDU 4133, EDU 4134, and EDU 4110. *Approved for Honors credit. Three credits.*

EDU 4533. Integrated Principles of Science and Social Studies Instruction. This course is designed to enhance elementary teacher content knowledge and use of differentiated strategies in science and social studies. Candidates will gain content knowledge by practicing various methods of teaching integrated science and social studies and develop authentic applications in real-world situations. The unifying concepts of science will be integrated with the five themes of geography utilizing an inquiry-based approach throughout the course. Science areas covered will include: physical, life, earth/space, and technology. Social studies areas covered will include: geography, world and US history, political science, economics, anthropology, sociology and psychology. The course will be taught using a place-based education approach with the environment as the unifying concept. *Prerequisite:* Admission to the B.A. to M.Ed. Program in Elementary Education. *Corequisites:* EDU 4131, EDU 4132, EDU 4134, and EDU 4511. *This course is available to seniors in the spring. Approved for Honors credit. Three credits.*

EDU 4536. Integrated Principles of Literacy and Social Studies. This course is designed to develop knowledge of pedagogical practices and processes for teaching Social Studies content, integrating strategies for content area literacy. Candidates will gain content knowledge through developing various methods of instruction integrating literacy and social studies concepts including: culture and cultural diversity; time, continuity and change; economic development; individuals, groups and institutions; civic ideals and practices. This course supports the 21st century teaching candidate in integrating effective literacy instruction with the Common Core State Standards and Professional Standards and Essential Standards for Social Studies. Candidate will design instruction to meet the diverse needs of elementary students in a culturally responsive learning environment. Assessment used to drive comprehension, vocabulary, and inquiry-based pedagogical processes in social studies instruction is addressed. *Prerequisite:* Admission to the B.A. to M.Ed. Program in Elementary Education. *Approved for Honors Credit. Course is offered in the fall semester. Three credits.*

EDU 4538. Literacy Support for the e-Learning Community. This online course provides an opportunity for students to collaborate through a learning community forum regarding research-based literacy practices. Weekly modules and support from a literacy faculty member will offer students a risk-friendly environment to ask question, share concerns, and grow in their understanding as literacy educators. Additionally, an online tutorial to independently prepare students for the Praxis II Reading Specialist exam will also be provided. *Two credits.*

EDU 4540. Diversity in Education: Societal and Organizational Perspectives. This graduate-level course addresses diversity issues in education extending beyond the classroom regarding school, district, and community practices. Candidates will research the implications of these practices and propose strategies to incite change in their schools and communities. Topics may include gender, socioeconomic status, sexual identity as well as racial, ethnic, and religious backgrounds. *Approved for Honors credit. Three credits.*

EDU 4543. Instructional and Transition Planning for Secondary Students with Intellectual Disabilities. Students will examine the North Carolina Common Core, Extended Content Standards in order to determine how to develop and implement effective instruction for students with intellectual disabilities at the secondary level. The course will examine transition services and how they might be impacted by differing needs dependent upon identified

"I have been working with teachers for 17 years and I've seen thousands of teachers attend our program. I can honestly say your students rank with the best of those teachers. They have instilled in me a level of confidence for the future of our children."

disability categories. Local and state resources that pertain to issues of employment, sexuality, independent living and learning, and social participation in leisure activities will be explored, particularly for the middle and high school student. Special educators' varying roles, from addressing family concerns and advocacy to supervision of para-educators, will be discussed. *Prerequisite: Admission to the B.A. to M.Ed. Program in Intellectual Disabilities. Corequisites: EDU 3100, EDU 4144, and EDU 4245. Three credits.*

EDU 4545. Assistive Technology and Instructional Support for the 21st Century Classroom. Examination of low and high levels of assistive technology and augmentative communication devices available to meet the needs of persons with intellectual disabilities. Building on this knowledge, participants will learn how to enhance instruction, assessment, accommodations, communications, and administrative duties. Collaboration with available community and school resources in conducting assistive technology assessment will be emphasized. *Prerequisite: Admission to the B.A. to M.Ed. Program in Intellectual Disabilities. Corequisites: EDU 3100, EDU 4144, and EDU 4245. Three credits.*

EDU 4560. Developing Leaders for 21st Century Systems. This graduate level course is designed to develop effective leadership skills in decision-making, strategic goal setting and collaboration. Candidates will interact and work with each other to formulate their own approaches to distributed leadership as they develop a shared vision of educational improvement, responsibility, and site-based accountability across all stakeholders. *Prerequisite: Admission to the B.A. to M.Ed. Educational Leadership Program. Three credits.*

EDU 4566. Using Data to Make Instructional Improvements. This graduate-level course examines how the instructional strategies used in the K–12 classrooms align with known best practices and research findings. The alignment between what is taught and the Common Core State and Essential Standards in order to develop actionable goals to improve student performance will be emphasized. Topics include building assessment literacy, rubric design, formative and summative assessment procedures, data coaching and collaborating through PLC's for total school improvement. Using technology integrated evaluation systems such as the Educational Value-Added Assessment System (EVAAS) for K–12 classrooms will also be emphasized. *Corequisite: EDU 4230/40/50/60/70: Internship II. Approved for Honors credit. Three credits.*

Health and Physical Education Courses

HED 1200. Nutrition and Healthy Living. A study of nutrition and its application to a healthy and active lifestyle. An emphasis will be placed on current nutritional guidelines for various ages and groups, weight control, eating disorders and nutritional fads. This course provides an understanding of the responsibility we have for our own health by emphasizing the themes of personal decision-making and adaptation. Self-assessment inventories will be used to involve students in the planning and evaluation of their own levels of fitness and nutrition and to subsequently develop a plan for improvement. *This course is offered in the spring. Four credits.*

HED 2100. Prevention and Substance Abuse. This course will provide a broad foundation of information related to disease etiology, sign and symptom, outcome and current treatment and prevention. The course will also examine substance abuse signs and treatments. *This course is available to sophomores in the fall. Two credits.*

HED 2200. Human Sexuality and Relationships. This course provides concepts and information about human sexuality including moral, physiological, psychological, and social aspects. A broad range of topics relevant to one's sexuality will be introduced including relationships, human anatomy, reproductive health, birth control, and sexual expression. *This course is available to sophomores in the spring. Four credits.*

HED 3100. Contemporary Health Issues. An overview of current health topics and trends in today's society. Special emphasis will be given to emotional health issues and consumer health topics such as distinguishing between reliable and unreliable sources of information and choosing quality health care services and products. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the fall. Two credits.*

HED 3200. Women's Health Issues. This course provides concepts and information on health and medical issues that affect females. Including reproductive issues and choices that occur throughout a woman's lifetime. The course will also examine women's body image in society. *Prerequisite: Junior status. Four credits.*

HED 3300. Aging and Life Choices. This course provides concepts and information on health and medical issues that affect older individuals. The course will also examine death and dying traditions, choices and care. *Prerequisite: Junior status. Four credits.*

PEC 1012. Adaptive PE. This course is designed to provide optional physical activities for those students with physical limitations or disabilities. Each student will have an appropriate individualized exercise program designed for them. Registration for this course requires instructor, disability support or approval of the Office of Academic Services. *One credit.*

PEC 1021. Aerobic/Fitness Walking. This course is designed to teach students the fundamentals of aerobic/fitness walking. Students will learn to improve cardiovascular fitness by participating in a walking program and promoting walking as a potential lifetime activity. *One credit.*

PEC 1032. Cardio Kettlebell. The purpose of this class is to provide students with the fundamentals of exercise with a kettlebell. Students will learn cardio fitness and strength training through the different movements of the kettlebell swing. Students will also learn how to create their own kettlebell workout routine. *One credit.*

PEC 1041. Spinning. This course is designed to introduce students to a program of cardiovascular fitness involving continuous, rhythmic exercise called Spinning. Students will learn proper setup and developing cardiovascular efficiency, strength, flexibility and on safety precautions. *This course is conducted off campus. Campus Course Fee: \$90. One credit.*

PEC 1071. Yoga I. This course is designed to teach students the basic discipline of yoga, which includes, the proper breathing, relaxation techniques and correct body positions. Students will learn to demonstrate yoga and develop a "vinyasa" or "flow" to their practice. *One credit.*

PEC 1072. Yoga II. This course is designed as a continuation of Yoga I, which includes, advanced breathing techniques, introduction to inversions, yoga myths, visualization and a brief discussion on philosophy. Students will learn to demonstrate the procedures of linking yoga asana with pranayama. *One credit.*

PEC 1073. Yoga Sculpt. This is an intense but easy to follow course for the novice to the advance yoga practitioner. Topics include vinyasa flow, a cardio component, proper form and using light weights. An equal amount of strength and flexibility will be used in the poses, which will make your yoga practice a more complete workout for body, mind and soul. *One credit.*

PEC 1077. Yogalates Core. This course introduces the fundamental principles of Yoga Flow combined with Pilates Mat Exercises. Participants will be taught the essential elements of form, technique, and control for primary core conditioning and mat exercises for balanced, long, lean muscles. Upon completion, students should be able to demonstrate the essential/intermediate level exercises of Yoga and Pilates Mat and develop a balanced and cohesive program that strengthens and tones the body. *One credit.*

PEC 1081. Pilates. This course is designed to teach students the fundamental principles of Pilates mat exercises. Students will learn to demonstrate the essential/intermediate elements of form, technique, control for primary core conditioning and develop a balanced/cohesive program. *One credit.*

PEC 1082. Pilates Barre. This course is designed to teach students the use of movements that have been adapted from classic Pilate's principles, basic body shaping exercises and gentle plyometric movements. Students will learn a blend of Pilates, core exercises, light weights and miscellaneous exercise equipment to help in shaping, toning and defining their entire body. *One credit.*

PEC 1101. Bowling I. This course is designed to teach students the fundamentals of bowling. Students will learn rules, scoring, proper lane etiquette and basic skills related to approach, delivery, strikes and spares. *This course is conducted off campus. Campus Course Fee: \$80. One credit.*

PEC 1102. Bowling II. This course is designed for students that have completed the Bowling I course or are seeking skill improvement. Students will learn to build off the fundamental skills from Bowling I and introduced to more advanced skills and lane strategies. *This course is conducted off campus. Campus Course Fee: \$80. One credit.*

PEC 1121. Table Tennis/Badminton. This course is designed to teach students the fundamentals and skills of table tennis/badminton. Students will learn table tennis/badminton history, scoring, racket grips, strokes, footwork, tactics and rules/regulations in both singles and doubles play. *One credit.*

PEC 1122. Dodgeball/Kickball/Whiffle Ball. This course is designed to teach students the appropriate knowledge and skills in a variety of dodgeball/kickball/whiffle ball formats. Students will learn techniques, safe practices and strategies along with improving their general physical fitness. *One credit.*

PEC 1131. Volleyball Court/Beach. This course is designed to teach students the fundamental skills of volleyball. Students will learn passing, setting, spiking, serving, game play, rules, safety, scoring and basic strategies. *One credit.*

PEC 1141. Frisbee Golf/Ultimate. This course is designed to improve cardiovascular fitness, muscular strength and endurance, flexibility, agility, coordination and body composition through playing Frisbee Golf/Ultimate Frisbee. *One credit.*

PEC 1152. Basketball. This course is designed to teach students a general knowledge of basketball. Students will learn the principles, techniques, safe practices, strategies and sportsmanship of basketball along with improving their skills and general physical fitness. *One credit.*

PEC 1162. Combat Conditioning. This course is designed to improve cardiovascular endurance, develop coordination and improve strength through a variety of martial art moves and aerobic exercise. *One credit.*

PEC 1172. Women's Self-Defense. This class is designed to teach students the basic knowledge and skills of self-defense for women. Students will learn to demonstrate the basic knowledge/principles of self-protection, grappling/striking techniques, identify and perform effectively in dangerous situations. *This course is conducted off campus. One credit.*

PEC 1181. Brazilian Jiu Jitsu. This class is designed to teach students the basic knowledge and skills of Brazilian Jiu Jitsu. Students will learn to demonstrate the basic knowledge/principles of grappling, positions, submissions, executing techniques and strategies. *This course is conducted off campus. One credit.*

PEC 1191. Kickboxing I. This class is designed to teach students the basic knowledge and skills of American kickboxing. Students will learn to demonstrate the basic knowledge/principles of kickboxing, stances, footwork, executing techniques and strategies. *This course is conducted off campus. One credit.*

PEC 1192. Muay Thai Kickboxing. This class is designed to continue to build on the basic knowledge and skills of American kickboxing learned in the Kickboxing I course. The course is not for the novice student but designed for beginners to intermediate students that have had some prior experience training in kickboxing. *This course is conducted off campus. One credit.*

PEC 1211. Snow Skiing /Boarding. This course is designed to teach students the basic skills and safety of snow skiing/boarding. Students will learn snow skiing techniques/skills in traversing, turning, speed control, stopping and snowboarding techniques/skills in toe turns, heel turns, carving, skating, stopping, and various forms of "riding." *This course is conducted off campus and runs for half a semester. Course Fee: \$129. One credit.*

PEC 1221. Whitewater Rafting. This course is designed to teach students the outdoor activity of whitewater rafting, as a conservationist and as a paddler. Students will travel to at least one overnight rafting trip. *This course is conducted off campus. Course Fee: \$200. One credit.*

PEC 1231. Sailing. This course is designed to teach students the basics of sailing a small craft, specifically a Sunfish. Students will learn rigging, capsizing, recovering a Sunfish, basic knots, points of sailing, parts of a sailboat, rules of the waterway and water safety. *This course is conducted off campus and runs for half a semester. Course Fee: \$100. One credit.*

PEC 1241. Fishing. This course is designed to teach students the fundamental skills of bait casting, spin casting, fly fishing and basic elementary angling techniques. *Course Fee: \$30. One credit.*

PEC 1251. Hiking. This course is designed to teach students the basic topics of comfort, equipment, clothing, safety/first aid and ethical issues involved in living with nature/wildlife that a beginner will need to know in order to begin hiking. The course will consist of a couple of required hiking trips. *One credit.*

PEC 1261. Wilderness Survival/Camping. This course is designed to teach students the basic topics of comfort, equipment, clothing, safety/first aid and ethical issues involved in living with nature/wildlife that a beginner will need to know in order to begin backpacking and camping. The course will consist of a required backing/camping trip. *One credit.*

PEC 1281. Horseback Riding. This course is designed to teach the students the basic principles of horseback riding as well as instruction in the care of the animal and the equipment. *This course is conducted off campus and runs for half a semester. Course Fee: \$150. One credit.*



PEC 1291. Target Archery. This course is designed to teach students the fundamentals and skills of archery. Students will learn about different bow selections, care of equipment, instruction/practice of shooting skills and the scoring in target archery. *One credit.*

PEC 1311. Weight Training I. This course is designed to teach students to use progressive weight resistance exercises as a means for body toning, and general strength development. Students will learn how to setup a workout program using weight machines and free weights. *This course is conducted off campus. Course Fee: \$80. One credit.*

PEC 1312. Weight Training II. This course is designed for students that have completed the Weight Training I course or have a basic understanding of weight lifting and conditioning. Students will learn to identify/understand the benefits of weight training, how weight training affects the body, learn intermediate to advanced level training routines for complete muscular development and learn to design/develop a balanced weight training program to meet their needs. *This course is conducted off campus. Course Fee: \$80. One credit.*

PEC 1315. Power and Olympic Lifting. This course utilizes intense musculoskeletal weight training from Power

and Olympic lifts. Students will learn the proper techniques for the front/back squats, various deadlifts, cleans, push press, bench press, clean and jerk and snatch. Safety protocols and performance benefits for all lifts will be discussed. *One credit.*

PEC 1321. Contemporary/Jazz Dance. This course is designed to teach students the fundamentals and skills of contemporary/jazz dance. Students will learn the historical perspective, dance technique, rhythm, style, music and composition of contemporary/jazz dance. *One credit.*

PEC 1331. Social Dance. This course is designed to teach students the fundamentals of social dance in America. Students will learn the historical context of social dancing and the movement experience of the student. *One credit.*

PEC 1341. Hip Hop Dance. This course is designed to teach students the fundamentals and skills of hip hop dance. Students will learn the history, different types of elements, main styles, dance technique, music and choreography of hip hop dance. *One credit.*

PEC 1352. Ballet. This course is designed to teach students the fundamentals of ballet technique. Students will learn basic ballet barre and centre work with an emphasis on movement vocabulary, terminology and ballet history. *One credit.*

"With health, everything is a source of pleasure; without it, nothing else, whatever it may be, is enjoyable. Health is by far the most important element in human happiness."

— Arthur Schopenhauer

PEC 1362: International Dance. An introduction to various dance styles from around the world. Emphasis is placed upon dance techniques, body coordination and rhythm along with the movement experience of the student. *One credit.*

PEC 1401. Golf. This course is designed to teach students the basic skills of golf and will allow those who already play golf a chance to improve their skills. Students will learn the basics of hitting irons and woods will be covered, along with chipping and putting. *This course is conducted off campus. Course Fee: \$40. One credit.*

PEC 1412. Indoor Rock Climbing I. This course is designed for students with little to no rock climbing experience. Students will learn the fundamental skills in knot tying, belaying, movement techniques and safety procedures. *This course is conducted off campus and runs for half a semester. Course Fee: \$25. One credit.*

PEC 1413. Indoor Rock Climbing II. This course is designed for students that have completed the Indoor Rock Climbing I course or have a good foundation of climbing skills (i.e. able to pass a belay and knots test). Students will learn lead climbing, core tension principles, competition climbing and advanced skills in bouldering and climbing techniques. *This course is conducted off campus and runs for half a semester. Course Fee: \$25. One credit.*

PEC 1431. Taekwondo. This course is designed to teach students the Korean art of unarmed self-defense known as Taekwondo. Students will learn a variety of techniques, to include punching, kicking, dodging, jumping, parrying and blocking. Taekwondo also focuses on sparring and learning formal patterns of movement called forms. *Course Fee: \$50. One credit.*

PEC 1441. Fencing. This course is designed to teach students basic knowledge and skill development in fencing. Students will learn about fencing history, equipment, scoring, rules, basic offense/defense, footwork, tactics and conditioning. This course is conducted off campus. *One credit.*

PEC 1452. Ice Skating I. This course is designed for students that have little to no ice skating experience. Students will learn the basic skating skills such as falling properly, fundamentals of forward and backward skating, development of one foot gliding, beginning edge work and transitional turns. *This course is conducted off campus and runs for half a semester. Course Fee: \$125. One credit.*

PEC 1453. Ice Skating II. This course is designed for students that have completed the Ice Skating I course or are able to ice skate forward comfortably. Students will refine skills learned in Ice Skating I as well as be introduced to forward and backward crossovers, develop more advanced turning capabilities (three turns and Mohawks) and basic jump/spin techniques. *This course is conducted off campus and runs for half a semester. Course Fee: \$125. One credit.*

PEC 1462. Ice Hockey I. This course is designed for students that have little to no ice hockey skating experience. Students will learn the basic ice hockey skating skills such as falling properly, proper stance, scooter pushes, forward and backward skating, gliding turns, moving stops, C-cuts and crossovers. *This course is conducted off campus and runs for half a semester. Course Fee: \$125. One credit.*

PEC 1463. Ice Hockey II. This course is designed for students that have completed the Ice Hockey I course or are able to ice skate forward comfortably. Students will refine skills learned in Ice Hockey I as well as be introduced to stick handling skills and team play concepts. *This course is conducted off campus and runs for half a semester. Course Fee: \$125. One credit.*

PEC 1501. Gymnastics/Trampoline I. This course is designed to teach students basic gymnastics and trampoline skills. Students will learn aerobic activities and exercises/movements that can improve core strength, physical fitness, coordination, balance and aerobic capacity. *This course is conducted off campus and runs for half a semester. Course Fee: \$25. One credit.*

PEC 1502. Gymnastics/Trampoline II. This course is designed for students that have completed the Gymnastics/Trampoline I course or have a basic understanding of gymnastics and trampoline skills. Emphasis will be placed on having students understand how these basic and advanced movements, flexibility, strength and balance activities can be utilized in everyday life as part of a fitness routine. *This course is conducted off campus and runs for half a semester. Course Fee: \$25. One credit.*

PEC 1601. Racquetball. This course is designed to teach students the fundamental skills and knowledge of racquetball in order to participate at a recreational level. Students will learn the rules, scoring, equipment usage, techniques, and strategies. *Course Fee: \$15. One credit.*

PEC 1652. Softball. This course is designed to provide students with the appropriate general knowledge and skills in softball. Principles, techniques, safe practices, strategies and sportsmanship of softball will be taught throughout the course. *One credit.*

PEC 1701. Tennis I. This course is designed to teach students the basic skills of tennis and will allow those who already play tennis a chance to improve their skills against comparative skill levels. *Course Fee: \$20. One credit.*

PEC 1721. Tennis II. This course is designed for students that have completed Tennis I or have an intermediate to advanced skills level. The course will offer improvement for the less advanced skilled and offer drills/competition for the more skilled. *Course Fee: \$20. One credit.*

PEC 1801. Swimming I. This course is designed to teach students the fundamentals of swimming, diving and turns. Students will learn aquatic personal safety, survival in and around water along with learning basic strokes needed to enjoy a lifetime of fun in aquatic environments. *One credit.*

PEC 1811. Swimming II. This course is designed for students that have completed Swimming I or that can easily perform the fundamentals of swimming, diving and turns. Students will learn aquatic personal safety, survival in and around water along with improving on the basic strokes needed to enjoy a lifetime of fun in aquatic environments. *One credit.*

PEC 1821. Musical Theatre Dance. This course is designed to teach students stage movement as an introductory acting class designed to develop the actor's physical resources as elements of characterization. Students will learn exercises exploring kinesthetic awareness, basic juggling/balancing skills and work in basic hand-to-hand stage combat techniques. *One credit.*

PEC 1831. Lifeguarding. This course is designed to train students in the skills and duties they will need to become a lifeguard. Upon successful completion of the course students will be certified as Lifeguards. *Two credits.*

PEC 1841. Water Safety Instructor. This course is designed to train students in techniques of teaching swimming strokes and related skills. Upon successful completion of the course students will be certified as American Red Cross Water Safety Instructors. *One credit.*

PEC 1851. Scuba Diving. This course is designed to introduce the student to the theory and practical use of SCUBA (Self Contained Underwater Breathing Apparatus). The course includes classroom, pool sessions and four Open Water checkout dives which upon successful completion of the course, students will receive an Open Water Diver Certification from the Professional Association of Diving Instructors (PADI). *Course Fee: \$225. One credit.*

PEC 1852. Scuba Diving II. This course is designed for students that have completed the Scuba Diving I course or have received the basic Open Water Diver certification or a certification equivalent. This course will introduce the certified diver to advanced techniques in SCUBA (Self Contained Underwater Breathing Apparatus). This course includes classroom and pool sessions as well as four Open Water dives which upon successful completion of the course, the student will receive Advanced Open Water Diver Certification from the Professional Association of Diving Instructors (PADI). *Course Fee: \$225. One credit.*

PEC 1861. Aquatic Cross-Training. This course is designed to teach students the fundamentals of aquatic fitness. Students will learn aerobic activities and exercises/movements that can improve core strength, physical fitness, balance and aerobic capacity. *One credit.*

PEC 1871. River Kayaking. This course is designed to teach students the outdoor activity of river kayaking, as a conservationist and as a paddler. Students will travel to at least one river kayaking trip. *Course Fee: \$30. One credit.*

PEC 1882. Water Polo/Sports. This course is designed to teach students the basic skills and understanding of water polo and other water sports in a recreational format. Students will learn the principles, techniques, safe practices, how to referee and the strategies of the game. *One credit.*

PEC 2100. Motor Development and Motor Learning Across the Lifespan. This course will provide an introduction to the theories of motor development and control as well as skill acquisition across the lifespan. It will focus on issues relating to physical development, performance improvement, feedback, and environmental planning. *This course is available to sophomores in the fall. Two credits.*

The mission of High Point University is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities.

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PEC 2101. Team Sports: Skill Development and Analysis.

This course provides active learning and practice time for the acquisition of skills and knowledge in the following team sports: tag football, softball, soccer, lacrosse, basketball, and volleyball. Skill level analysis and interventions will also be addressed. *This course is available to sophomores in the fall and is required for the Minor in Athletic Coaching. Four credits.*

PEC 2130. Healthy Living for the Elementary Child.

This course provides the elementary teacher with the information needed to promote healthy and active lifestyles for elementary students in grades K–6. Topics covered include: physical fitness and activities along with other wellness issues. *This course is available to sophomores in the fall and spring. Four credits.*

PEC 2201. Individual Sports: Skill Development and Analysis.

This course provides active learning and practice time for the acquisition of skills for the following individual sports: golf, racquetball, dance, tennis, badminton, movement and tumbling and fitness. Skill level analysis and interventions will also be addressed. Students will be evaluated on improvement using a pre/post-test design. *This course is available to sophomores in the fall and is required for the Minor in Athletic Coaching. Four credits.*

PEC 3100. Trends and Issues of Teaching Elementary Physical Education.

This course will address contemporary issues that physical educators will face in the elementary school. Topics covered include best practices in classroom management, diversity, safety and legal liability, parent/community relationships, and student participation in extracurricular activities. *Prerequisites: PEC 2100 and Admission to the Educator Preparation Program. This course is available to juniors in the fall. Four credits.*

PEC 3101. The Application of Physical Education in the Elementary Setting.

This course covers the application of skill-related issues affecting the teaching of physical education to elementary aged children. Topics include an introduction to the curriculum standards in grades K–6, specialized programs such as ‘SPARK’, assessment, health and fitness promotion and biomechanics. *Prerequisites: PEC 2100 and Admission to the Educator Preparation Program. Corequisite: PEC 3100. This course is available to juniors in the fall. Two credits.*

PEC 3110. Responsibilities in Athletic Coaching. This course is designed to inform students about the profession of athletic coaching and emphasizes interscholastic level programs, including youth and collegiate coaching. Different sports will be highlighted along with coaching philosophies,

coaching styles, and administrative duties. *This course is available in the fall and is required for the Minor in Athletic Coaching. Four credits.*

PEC 3200. Trends and Issues in Teaching

Adolescent Physical Education. This course will address contemporary issues that physical educators will face in the secondary school setting. Topics covered include best practices in classroom management, diversity, safety and legal liability, parent/community relationships, and managing teaching and coaching activities. *This course is available to juniors in the spring. Four credits.*

PEC 3202. Strength and Fitness Promotion. This course is an introduction to the proper techniques used in weight training for middle and secondary programs. Various strategies of fitness promotion, bioenergetics, and biomechanics of resistance exercise will be highlighted. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the spring. Two credits.*

PEC 3210. Coaching and Officiating in Varsity Athletics. This course is designed for students who are interested in the professions of coaching or officiating at the middle school, secondary or collegiate level. Coaching techniques, strategies, budgeting, scheduling, and guidelines will be applied to specific sports. *This course is available in the spring and is required for the Minor in Athletic Coaching. Four credits.*

PEC 4210. Coaching Field Experience I. This 60-hour field experience provides the opportunity to work with coaches and teams during the season of practice and play. For non-majors, the venue may be a non-school setting, such as YMCA, recreation center, camp life, or club team. *This course is available in the fall and spring and is required for the Minor in Athletic Coaching. Two credits.*

PEC 4211. Coaching Field Experience II. This 60-hour field experience is a continuation of PEC 4210 for completion of the minor in athletic coaching. Students will have the opportunity to gain additional experience working directly with coaches and teams in settings such as the local schools, YMCA, recreation center, camp life, or club team. *This course is required for the Minor in Athletic Coaching. Two credits.*

The following courses are options for non-degree seeking lateral entry teachers:

LEA 2020. Psychology of Development in Education.

An analysis of theories and principles related to the social, psychological, and physical development of students. Relationships among patterns of student maturation, learning styles, and characteristics of educational environments are emphasized. *Three credits.*

LEA 2450. Introduction to Special Education.

An introduction to the psychological and educational characteristics of the major types of exceptionalities, including learning disabilities, mental disabilities, behavioral/emotional disabilities. The special needs of individuals with speech, hearing, visual, and physical disabilities will also be covered, as well as special education issues and services. *Three credits.*

LEA 3160/3170. Literacy and Learning I and II: MGE/Secondary/K–12 Level.

The course is designed to prepare teachers in content areas to utilize reading as an instructional process. Emphasis is placed on the application of appropriate methods, principles, materials and guidelines for teaching reading. Diagnosis of reading problems and technologies for correcting these problems are included. *Three credits.*

LEA 3260, 3270, 3280, 3290. Educational Psychology.

Elementary Grades, Middle Grades, Secondary Grades and Specialty Areas. The application of theories and principles of psychology to elementary, middle, secondary grades or specialty area. Topics include learning theories, human relations skills, techniques of management and discipline, principles of guidance, and assessment of ability and achievement. *Three credits.*

LEA 3400. Methods of Teaching Mildly Disabled Students in General Education.

This course explores the various teaching methodologies for individuals with mild disabilities. An emphasis is placed on research-based methods and procedures that lead to successful instruction in academic areas, social skills, and positive behavior. *Three credits.*

LEA 3840, 3850, 3860, 3870. Methods of Instruction in Middle Grades Education.

Language Arts, Mathematics, Science, Social Studies. Students with discipline specialties focus on goals formulation, unit planning for grades 6–9, instructional methods, resource selection and evaluation procedures. Application of

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

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theoretical understanding and skills is achieved through micro-teaching lessons and field experiences component. Evaluation of computer and other technological software and non-print media will comprise the educational technology experience. *Three credits.*

LEA 3910, 3920, 3940, 3950. Methods of Instruction in Secondary Education. English, Mathematics, Science, Social Studies. Students with discipline specialties focus on goals formulation, unit planning for grades 9–12, instructional methods, resource selection and evaluation procedures. Application of theoretical understanding and skills is achieved through micro-teaching lessons and field experiences component. Evaluation of computer and other technological software and non-print media will comprise the educational technology experience. *Three credits.*

LEA 3960, 3970. Methods of Instruction in Special Subjects. Art Education, Health/Physical Education. Students with discipline specialties focus on goals formulation, unit planning for grades K–12, instructional methods, resource selection and evaluation procedures. Application of theoretical understanding and skills is

achieved through micro-teaching lessons and field experiences component. Evaluation of computer and other technological software and non-print media will comprise the educational technology experience. *Three credits.*

LEA 4801. ILT Support–I. A post baccalaureate experience for recent graduates in teacher education, lateral entry teachers, or current teachers recommended for additional corrective support by their ILT coordinators. Enrollment in this course provides the classroom teacher with a semester of classroom observation and feedback by a university supervisor in the areas of instructional planning, assessment, and classroom management. *Two credits.*

LEA 4802. ILT Support–II. A continuation of EDU 4801 which provides recent graduates in teacher education, lateral entry teachers, or current teachers recommended for additional corrective action by their ILT coordinators an additional semester of classroom observation and feedback by a university supervisor. Instructional planning, assessment, and classroom management will be emphasized. *Two credits.*



HIGH POINT UNIVERSITY

THE WOZ PROJECT



The Webb School of Engineering

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The Webb School of Engineering is focused on providing a student-centered environment to produce well-rounded graduates with strong technical skills as well as the necessary life skills to be successful engineers and computer scientists. Students receive a rigorous education that prepares them for the ever-changing landscape of engineering and computer-based careers. Students learn to be creative, critical thinkers that are able to solve real-world problems through the application of knowledge in an ethical and appropriate manner to satisfy the needs to their end-users. In other words, doing what engineers and computer scientists do best: changing the world and improving the lives of others in a sustainable, socially-responsible manner through the use of science, mathematics and discipline knowledge.

Students learn the basic theory and foundational material necessary for their discipline. Electives in advanced topics provide depth and allow students to specialize in topics of interest while still providing breadth to their studies so that they have the versatility to work in a number of different domains.

The dedicated faculty in the School are committed to delivering a modern and exciting curriculum, with industry-relevant practical projects to help you convert class discussions into experience. The faculty will work with you to achieve your academic success and start you on your journey into your future.



Michael Oudshoorn

Michael J. Oudshoorn, Ph.D.
Dean of the Webb School of Engineering

THE WEBB SCHOOL OF ENGINEERING

Dr. Michael Oudshoorn, *Dean*; Dr. Claire McCullough, *Chair, Department of Electrical and Computer Engineering*; Dr. William Suchan, *Chair, Department of Computer Science*; Dr. Jason Pittman; Mr. Roger Shore; Dr. Kimberly Titus; Dr. Lloyd Williams.

The Webb School of Engineering offers the B.S. and B.A. degrees in Computer Science, the B.S. degree in Computer Science with a concentration in Cybersecurity, the B.S. degree in Computer Engineering, and the B.S. degree in Electrical Engineering. The School also offers a minor in Computer Science.

Vision

To create dynamic leaders in engineering and computer science.

Mission

To provide an extraordinary engineering and computing education through the delivery of hands-on, practical instruction that prepares graduates for a rewarding career or admission into graduate school. The Webb School of Engineering is committed to:

- Providing an environment that encourages curiosity;
- Developing technical competence within a Liberal Arts framework;
- Fostering independent thought and critical thinking to solve modern engineering and computing problems in an ethical, socially-responsible, and sustainable manner.



Department of Computer Science

Dr. William Suchan, *Chair*; Dr. Jason Pittman; Mr. Roger Shore; Dr. Kimberly Titus. Dr. Lloyd Williams.

Programs of Study

- Computer Science Major (B.A. and B.S.)
- Computer Science Major–Cybersecurity Concentration (B.S.)
- Computer Science Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Computer Science, students must complete the following:

B.A. in Computer Science

Major Requirements.....	44 credits
University Core Requirements.....	50 credits
Electives.....	34 credits
TOTAL	128 credits

B.S. in Computer Science

Major Requirements.....	68 credits
University Core Requirements	50 credits
Electives.....	10 credits
TOTAL.....	128 credits

B.S. in Computer Science–Cybersecurity Concentration

Major Requirements.....	68 credits
University Core Requirements.....	50 credits
Electives.....	10 credits
TOTAL.....	128 credits

Computer Science Major

Student Learning Outcomes

Upon completing the Computer Science Program at High Point University, students will have the ability to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.

2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing based solutions.

Requirements for the B.A. in Computer Science (44 credits)

Core Requirements (20 credits)

- CSC 1710. Introduction to Programming (4)
CSC 1720. Advanced Programming (4)
CSC 2410. Computer Systems (4)
CSC 2710. Advanced Data Structures with Algorithm Development (4)
MTH 1410. Calculus I **or** MTH 1415. Mathematics for Engineers I (4)*

Mathematics Requirements (8 credits)

Select two courses from the following list:

- MTH 1420. Calculus II (4) **or** MTH 1425. Mathematics for Engineers II (4)
MTH/PHY 2050. Mathematical Methods in Engineering and Physics I (4)
CSC 2342. Discrete Structures (4)
MTH 2310. Linear Algebra (4)
MTH 2410. Calculus III (4)
MTH 3150. Probability (4)
MTH 3810. Combinatorics (4)
MTH/CSC 3910. Numerical Methods (4)*
STS 2910. Introduction to Statistical Analysis with SAS Applications (4)
STS 3005. Probability and Statistics for Engineers (4)

*These courses cannot be counted for both MTH and CSC electives.

Electives (16 credits)

Select any four CSC elective courses at the 1210 level or above, at least one of which is at the 4000-level (excluding CSC 4910 and CSC 4920).

Note: *Computer Science majors who wish to graduate with departmental honors must (a) complete the courses required for the B.A. in Computer Science, and (b) complete CSC 4910 and CSC 4920.*

Requirements for the B.S. in Computer Science (68 credits)

Core Requirements (36 credits)

- CSC 1710. Introduction to Programming (4)
CSC 1720. Advanced Programming (4)
CSC 2212. Database Systems (4)
CSC 2342. Discrete Structures (4)
CSC 2410. Computer Systems (4)
CSC 2710. Advanced Data Structures with Algorithm Development (4)
CSC 4510. Programming Language Design and Translation (4)
CSC 4710. Software Engineering (4)
MTH 1410. Calculus I **or** MTH 1415. Mathematics for Engineers I (4)

Mathematics Requirements (8 credits)

Select two courses from the following list:

- MTH 1420. Calculus II (4) **or** MTH 1425. Mathematics for Engineers II (4)
MTH/PHY 2050. Mathematical Methods in Engineering and Physics I (4)
MTH 2310. Linear Algebra (4)
MTH 2410. Calculus III (4)
MTH 3150. Probability (4)
MTH 3810. Combinatorics (4)
MTH/CSC 3910. Numerical Methods (4)*
STS 2910. Introduction to Statistical Analysis with SAS Applications (4)
STS 3005. Probability and Statistics for Engineers (4)

*These courses cannot be counted for both MTH and CSC electives.

Science Requirements (8 credits)

Select two courses from the following list:

BIO 1500/1501. Principles of Cell Biology/Lab (4)
 BIO 2001/2001L. Principles of Genetics/Lab (4)
 CHM 1010/1011. General Chemistry I/Lab (4)
 CHM 1020/1021. General Chemistry II/Lab (4)
 PHY 2010 /2010 L. Fundamentals of Physics I/Lab (4)
 PHY 2020 /2020 L. Fundamentals of Physics II/Lab (4)
 PHY 2200. Computational Physics (4)

Electives (16 credits)

Select any four CSC elective courses at the 2000-level or above, at least one of which is at the 4000-level (excluding CSC 4910 and CSC 4920).

Note: *Computer Science majors who wish to graduate with departmental honors must (a) complete the courses required for the B.S. in Computer Science, and (b) complete CSC 4910 and CSC 4920.*

**Requirements for the B.S. in Computer Science—
Cybersecurity Concentration (68 credits)**Core Requirements (36 credits)

CSC 1710. Introduction to Programming (4)
 CSC 1720. Advanced Programming (4)
 CSC 2212. Database Systems (4)
 CSC 2342. Discrete Structures (4)
 CSC 2410. Computer Systems (4)
 CSC 2710. Advanced Data Structures with Algorithm Development (4)
 CSC 4510. Programming Language Design and Translation (4)
 CSC 4710. Software Engineering (4)
 MTH 1410. Calculus I **or** MTH 1415. Mathematics for Engineers I (4)*

Mathematics Requirements (8 credits)

Select two courses from the following list:

MTH 1420. Calculus II (4) **or** MTH 1425. Mathematics for Engineers II (4)
 MTH/PHY 2050. Mathematical Methods in Engineering and Physics I (4)
 MTH 2310. Linear Algebra (4)
 MTH 2410. Calculus III (4)
 MTH 3150. Probability (4)

MTH 3810. Combinatorics (4)
 MTH/CSC 3910. Numerical Methods (4)*
 STS 2910. Introduction to Statistical Analysis with SAS Applications (4)
 STS 3005. Probability and Statistics for Engineers (4)

**This course cannot be counted for both MTH and CSC elective.*

Science Requirements (8 credits)

Select two courses from the following list:

BIO 1500/1501. Principles of Cell Biology/Lab (4)
 BIO 2001/2001L. Principles of Genetics/Lab (4)
 CHM 1010/1011. General Chemistry I/Lab (4)
 CHM 1020/1021. General Chemistry II/Lab (4)
 PHY 2010/2010L. Fundamentals of Physics I/Lab (4)
 PHY 2020/2020L. Fundamentals of Physics II/Lab (4)
 PHY 2200. Computational Physics (4)

Electives (16 credits)

CSC 3810. Introduction to Information Security (4)
 CSC 3940. System Security (4)
 CSC 4210. Operating Systems (4)

Select one additional elective from the following list of courses:

CSC 3212. Web Technologies (4)
 CSC 3312. Mobile App Development (4)
 CSC 3250. Artificial Intelligence (4)
 CSC 3460. Networking and Network Programming (4)

Note: *Computer Science majors who wish to graduate with departmental honors must (a) complete the courses required for the B.S. in Computer Science – Cybersecurity Concentration, and (b) complete CSC 4910 and CSC 4920.*

Requirements for the Minor in Computer Science (20 credits)

CSC 1710. Introduction to Programming (4)
 CSC 1720. Advanced Programming with Data Structures (4)

Three additional CSC electives at 1210 or above. At least 2 courses must be at or above the 2000 level.

Department of Electrical and Computer Engineering

Dr. Claire McCullough, *Chair*.

Programs of Study

- Computer Engineering Major (B.S.)
- Electrical Engineering Major (B.S.)

Degree Requirements

To graduate from High Point University with a degree from the Department of Engineering, students must complete the following:

B.S. in Computer Engineering

Major Requirements.....	92 credits*
University Core Requirements.....	50 credits
Electives.....	0 credits
TOTAL.....	128 credits

B.S. in Electrical Engineering

Major Requirements.....	92 credits*
University Core Requirements.....	50 credits
Electives.....	0 credits
TOTAL.....	128 credits

**At least 16 credits of University Core Requirements are "embedded" within the major. Though these overlapping credits are reflected in the credit totals for both Major Requirements and University Core Requirements, they are not counted twice in the calculations of Elective and Total Credits.*

Computer Engineering Major

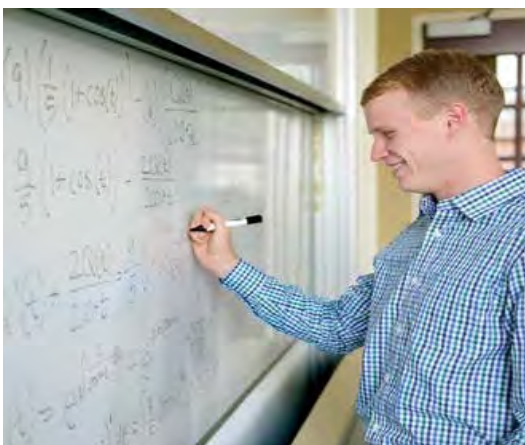
Student Learning Outcomes for Computer Engineering Majors

Upon completing the Computer Engineering program at High Point University, students will demonstrate the ability to:

1. identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
2. apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;
3. communicate effectively with a range of audiences;
4. recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
5. function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
6. develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions;
7. acquire and apply new knowledge as needed, using appropriate learning strategies.

Requirements for the B.S. in Computer Engineering (92 credits)

- CSC 1710. Introduction to Programming (4)
- CSC 1720. Advanced Programming with Data Structures (4)
- CSC 2342. Discrete Structures (4)
- CSC 4210. Operating Systems (4)
- ECE 1005. Introduction to Engineering Design (3)
- ECE 1010. Fundamentals of CAD/CAM (1)
- ECE 1015. Programming in Matlab (1)
- ECE/PHL 2014. Engineering and Technology Ethics (4)*
- ECE 2605. Digital Logic and Computer Systems
- ECE 2610. Circuits I (4)
- ECE 3105. Signals and Systems (4)



ECE 3610. Circuits II (4)
 ECE 3630. Microprocessor Applications (4)
 ECE 4200. Electronics I (4)
 ECE 4805. Computer Architecture (4)
 ECE 4650. Real-time and Embedded Systems (4)
 ECE 4900. Engineering Senior Design Project I (4)
 ECE 4910. Engineering Senior Design Project II (4)
 ECO 2070. Economics for Engineers (4)**
 MTH 1415. Mathematics for Engineers I (4)***
 MTH 2050. Mathematical Methods for Engineering and Physics I (4)
 MTH 2150. Mathematical Methods for Engineering and Physics II (4)
 MTH 3410. Differential Equations (4)
 PHY 2010. Fundamentals of Physics I (4)****
 PHY 2020. Fundamentals of Physics II (4)
 STS 3005. Probability and Statistics for Engineers (4)

*Satisfies the Ethical Reasoning core requirement.

**Satisfies the Social Science core requirement.

***Satisfies the Quantitative Reasoning core requirement.

****Satisfies the Natural Science core requirement.

Electrical Engineering Major

Student Learning Outcomes for Electrical Engineering Majors

Upon completing the Electrical Engineering program at High Point University, students will demonstrate the ability to:

1. identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
2. apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;
3. communicate effectively with a range of audiences;
4. recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
5. function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
6. develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions;
7. acquire and apply new knowledge as needed, using appropriate learning strategies.

Requirements for the B.S. in Electrical Engineering (92 credits)

CSC 1710. Introduction to Programming (4)
 CSC 1720. Advanced Programming with Data Structures (4)
 CSC 2342. Discrete Structures (4)
 ECE 1005. Introduction to Engineering Design (3)
 ECE 1010. Fundamentals of CAD/CAM (1)
 ECE 1015. Programming in Matlab (1)
 ECE/PHL 2014. Engineering and Technology Ethics (4)*
 ECE 2605. Digital Logic and Computer Systems (4)
 ECE 2610. Circuits I (4)
 ECE 3140. Instrumentation and Control Systems (4)
 ECE 3105. Signals and Systems (4)
 ECE 3610. Circuits II (4)
 ECE 4140. Power Systems (4)
 ECE 4210. Communication Systems (4)
 ECE 4510. Advanced Control Systems (4) ECE 4630. Solid State Devices (4)
 ECE 4900. Engineering Senior Design Project I (4)
 ECE 4910. Engineering Senior Design Project II (4)
 ECO 2070. Economics for Engineers (4)**
 MTH 1415. Mathematics for Engineers I (4)***
 MTH 1425. Mathematics for Engineers II (4)
 MTH 2050. Mathematical Methods for Engineering and Physics I (4)
 MTH 2150. Mathematical Methods for Engineering and Physics II (4)
 PHY 2010. Fundamentals of Physics I (4)****
 PHY 2020. Fundamentals of Physics II (4)
 STS 3005. Probability and Statistics for Engineers (4)

*Satisfies the Ethical Reasoning core requirement.

**Satisfies the Social Science core requirement.

***Satisfies the Quantitative Reasoning core requirement.

****Satisfies the Natural Science core requirement.

Course Descriptions

CSC 1000. Technology Life Skills. In an age where information technology drives almost everything in our daily lives, it is important to have a basic understanding of how the technology works, what it means to us, and what risks we may be exposed to. This course provides an introduction to fundamental concepts in computing. Emphasis will include the impact of computing in academic disciplines and all aspects of society. Topics covered may include: a brief history of computing, computational thinking, the basics of programming, data representation (how sound and video are digitized), how computers work, operating systems and networks, the internet, building web pages, spreadsheets and data analytics, databases, social issues, security and privacy. *Four credits.*

CSC 1210. Web Development I. An introduction to the technologies related to creation of a World Wide Web site. Emphasis will be placed on the latest languages and techniques used to create a dynamic site. Other topics may include image editing, simple animations, human-computer interaction and multimedia. Each student will participate in a series of projects that focus on the creation of an inter-active web site. Credit cannot be earned after successful completion of CSC 3212. *Four credits.*

CSC 1610. Introduction to Programming for Data Analytics. An introduction to the fundamentals of programming for data science and analytics using the R and Python programming languages. Topics include assignment statements, factors, vectors, lists and data frames. Applications center around statistical computing and data visualization. *Four credits.*

CSC 1710. Introduction to Programming. An introduction to the fundamentals of programming using a high-level, structured programming language such as C. Emphasis will be placed on syntax and semantics of the language to write correct, efficient, and easily modifiable programs. Topics include but not limited to assignment statements, conditional and iterative control structures, functions, simple data structures, and software development. *Four credits.*

CSC 1720. Advanced Programming with Data Structures. This is a continuation of CSC 1710 covering more advanced fundamentals of programming including problem-solving strategies, the concept of an algorithm and basic data structures in an object-oriented language such as C++ . Various programming concepts will be introduced such as recursion, string processing, records, sorting, searching, linked lists, trees and object oriented programming. *Prerequisite: CSC 1710 with a grade of C- or higher. Four credits.*

CSC 2212. Database Systems. This course covers database design and the use of databases in web, mobile and cloud applications. It includes extensive coverage of the relational model, relational algebra, and SQL as well as NoSQL designs. The course also features database design and relational design principles based on dependencies and normal forms. There will be a programming project, which explores database design and management by utilizing appropriate features of SQL. *Prerequisite: CSC 1720. Four credits.*

CSC 2342. Discrete Structures. This is an introductory course in discrete mathematical structures widely used computer science. The purpose of this course is to understand and use (abstract) discrete structures that are backbones of computer science. This course teaches the students techniques in how to think logically and mathematically and apply these techniques in solving problems. In particular, this class is meant to introduce logic, proofs, sets, relations, functions, counting, and probability, with an emphasis on applications in computer science. *Prerequisite or Corequisite: CSC 1720. Four credits.*

CSC 2410. Computer Systems. An introduction to instruction set architecture, microarchitecture, and system architecture. Topics include basic computer organization, central processor and memory, addressing techniques, data representation, fundamental programming techniques in assembly and machine language as it relates to operating systems and high level languages. The course also includes exposure to networking and communication as well as parallel and distributed computing. *Prerequisite: CSC 1720. Four credits.*

CSC 2710. Advanced Data Structures with Algorithm Development. This is a continuation of CSC 1720 where the focus is on algorithm development utilizing advanced data structures such as graphs and trees. Various programming strategies will be addressed such as greedy, Divide and Conquer, backtracking, branch and bound and dynamic programming. Other topics include recursion, algorithm analysis, object oriented programming and event driven programs. *Prerequisites: CSC 1720 with a grade of C- or higher and MTH 1410 or equivalent. Four credits.*

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

CSC 3212. Web Technologies. A study of advanced web technologies with an emphasis on full stack development including usage of a database to facilitate the retention and delivery of information. Various scripting languages such as PHP and JavaScript will be used during the course. Each student will participate in a series of projects that will focus on creation of a dynamic interactive web site. *Prerequisite: CSC 2212. Four credits.*

CSC 3250. Artificial Intelligence. This course will introduce the basic ideas and techniques of AI by emphasizing the building of agents, environments, and systems that can be considered as acting intelligently. By the end of this course, you will have built autonomous agents that efficiently make decisions in fully informed, partially observable and adversarial settings. Your agents will draw inferences in uncertain environments and optimize actions for arbitrary reward structures. The techniques you learn in this course apply to a wide variety of artificial intelligence problems and will serve as the foundation for further study in any application area you choose to pursue. *Prerequisites: CSC 2710 and one statistics or probability course. Four credits.*

CSC 3310. Theory of Computation. An in-depth study of finite state machines, pushdown machines, context free grammars and Turing machines along with their variations. The notions of decidability, computability, complexity theory and a complete discussion of NP Complete problems will also be addressed. *Prerequisite: CSC 2342. Four credits.*

CSC 3312. Mobile App Development. An introduction to the fundamentals of application development on mobile devices such as the cell phone or tablet. Students will work in an integrated development environment to write native apps for the selected platform. Current platforms include Eclipse/Android SDK or Xcode/iOS SDK. Emphasis will be placed on the user interface and the syntax and semantics of the language to write correct, efficient, and easily modifiable mobile applications. *Prerequisite: CSC 2212 and CSC 2410. Four credits.*

CSC 3360. Visual Effects, Animation and Computer Graphics. An in-depth examination of how graphics are implemented on a computer, with an emphasis on creating two-dimensional and three-dimensional graphics using a standard API such as WebGL or OpenGL. Students will use the facilities provided by a standard API to express basic transformations such as scaling, rotation, and translation of images. Additional topics include: introduction to Maya, performance issues, collision detection, real-time graphics and interaction. *Prerequisites: CSC 2710 and MTH 2310 or equivalent. Four credits.*

CSC 3460. Networking and Network Programming. An introduction to the basic concepts of network technologies and network programming. Attention will be given to a layer model such as the Open System Interconnect (OSI) model. Students will be engaged in projects that may include the implementation of a network application, networking technology assessment, network performance evaluation, and network administration. *Prerequisites: CSC 2342, CSC 2410, and CSC 2710. Four credits.*

CSC 3810. Introduction to Information Security. This course introduces basic information security concepts including confidentiality, integrity, assurance, availability, and common risks and threats. It also covers common cryptographic primitives: encryption, hash functions, message authentication, and digital signatures and examines specific algorithms and their use in security solutions. Applied topics such as malicious software, intrusion detection and prevention, denial of service attacks, physical security threats and recovery, Linux Operating System Security, buffer overflows, and secure software development will also be explored with the help of hands-on lab activities, coding assignments, and a research project. *Prerequisite: CSC 1720. Four credits.*

CSC 3940. System Security. A practical course covering the basic concepts that are essential to security of operating systems, networks, software and various computing support systems. Focus will be on creating and exploring systems with a vulnerability, recreating how attacks on the system exposed the vulnerability, system administration tasks related to system hardening, penetration testing, and security monitoring. Topics will include user account and privilege management, software installation, web site configuration, workstation cloning, clustering, and backups in a variety of environments including Linux, Mac OS X and Microsoft Windows. *Prerequisite: CSC 2410. Four credits.*

CSC 3942. System Administration II. A continuation of System Administration I with a focus on the design and implementation of robust IT infrastructures. Each student will assist in system administration tasks related to system hardening, penetration testing, security monitoring, and the design and configuration of advanced networked based services. *Prerequisite: CSC 1720 or permission of the instructor. Two credits.*

CSC 4210. Operating Systems. An introduction to the various components of an operating system, including schedulers, memory management, interrupt handling, resource allocation, security and protection. Examples presented will be based on UNIX and other popular operating systems. Each student will participate in projects that involve kernel modifications, shell scripting, and simulations of components within the operating system. *Prerequisites: CSC 1720 and CSC 2342, AND either CSC 2410 or ECE 2605. Four credits.*

CSC 4310. High Performance Computing. A study of both hardware and software issues connected with solving a problem in a parallel processing environment which may include grid computing, cluster computing, or special hardware configurations such as a multi-core processor.



Emphasis will be placed on identifying the basic properties of bandwidth, latency, scalability and granularity as it relates to an algorithmic solution to a problem. Students will design, code, test and debug programs for stated environments.

Prerequisites: CSC 2710 and CSC 2410. Four credits.

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

CSC 4460. Computer Vision. This course introduces students to basic concepts and techniques in computer vision. Students successfully completing this course will be able to apply a variety of computer techniques for the design of efficient algorithms for real world applications, such as optical character recognition, face detection and recognition, motion estimation, human tracking, and gesture recognition. The topics covered include image filters, edge detection, feature extraction, object detection, object recognition, tracking, gesture recognition, image formation and camera models, and stereo vision. *Prerequisites: CSC 3250 and CSC 3360. Four credits.*

CSC 4510. Programming Language Design and Translation. A study of the various programming language paradigms and basic program language translation. Emphasis will be on run-time behavior, lexical analysis, parsing context-free languages, translation specifications, and machine-independent code improvement. Each student will participate in programming projects to demonstrate various concepts. *Prerequisites: CSC 2410, CSC 2710, and CSC 2342. Four credits.*

CSC 4560. Problem Solving Seminar. Techniques for attacking and solving challenging problems from a variety of fields. Solutions will be implemented with a programming language such as Java or C++. Each student will be given the opportunity to participate in Local, Regional and International programming competitions. *Prerequisite: CSC 1720 or permission of the instructor. One credit.*

CSC 4710. Software Engineering. This capstone course studies the principles and practices of software engineering covering the software development life cycle. The focus will be software design from an object-oriented perspective, covering abstraction, encapsulation, data protection, inheritance, composition and polymorphism. Students will demonstrate their understanding of the software development life cycle through team projects. *Prerequisites: CSC 2212, CSC 2710, and Senior standing.*

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

CSC 4910. Undergraduate Research I. Investigation of some topic in computer science to a deeper and broader extent than typically done in a classroom situation. *Prerequisite: Junior status or permission of the instructor. Two credits.*

CSC 4920. Undergraduate Research II. A continuation of CSC 4910. At the conclusion of the course, results will be given in both a written paper and an oral presentation to the seminar participants and the department faculty. *Prerequisite: CSC 4910. Two credits.*

Course Descriptions

ECE 1005. Introduction to Engineering Design. Students engage in open-ended problem solving, learn and apply the engineering design process, and utilize industry standard technology and software. In Introduction to Engineering Design, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work. *Four credits.*

ECE 1010. Fundamentals of CAD/CAM. Basic concepts of engineering graphics, design and sketching and computer programming, research methodologies, manufacturing fundamentals, along with basic measurements and presentation of experiment results. *One credit.*

ECE 1015. Programming in MATLAB. This course is universal to all freshman engineering students. MATLAB is a powerful programming language used throughout many engineering industries. This course provides an introduction to the fundamentals of computer programming and the use of MATLAB. The student will be introduced to the 'Procedural Programming' paradigm and will learn the proper use of the logical building blocks common to all modern computing languages and how to create specific programs using the MATLAB syntax. After this introductory course the student is encouraged to continue to use and develop their MATLAB programming skills by utilizing MATLAB for their other courses. *Prerequisite: MTH 1415 or MTH 1410. One credit.*

ECE/PHL 2014. Engineering and Technology Ethics. This course is an introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. *Service Learning sections are available. Four credits. [E]*

ECE 2605. Digital Logic and Computer Systems. This course introduces digital logic and circuits. Topics include continuous and discrete number representations, binary arithmetic, combinational logic (Boolean algebra, truth tables, Karnaugh maps, encoders, decoders, multiplexer), sequential logic (flip-flops, timing diagrams, counters, registers, state machines, memory), integrated circuit issues (operating characteristics, logic voltage levels, propagation delay, fan-out), power dissipation) and programmable logic devices. Digital circuits are implemented and tested utilizing both schematic diagram representation and hardware description language (HDL). *Prerequisite: ECE 1015. Four credits.*

ECE 2610. Circuits I. The concepts of current, voltage, power, energy, and resistance are studied. Topics include DC and AC sources, capacitance, inductance, and magnetism. Resistive circuits are analyzed using Ohm's and Kirchhoff's Laws and computer-aided circuit analysis using SPICE is included. The concepts of impedance and admittance in sinusoidal circuits are examined. Circuits are solved using superposition Thevenin, Norton, nodal, and mesh analysis. Resonant circuits and transformer theory are also studied. Laboratory work and computer-aided analysis techniques are designed to correlate with theory. *Prerequisites: ECE 1005, PHY 2010, and MTH 1425 or MTH 1420. Four credits.*

ECE 3105. Signals and Systems. This is an introductory course in discrete mathematical structures widely used computer science. The purpose of this course is to understand and use (abstract) discrete structures that are backbones of computer science. This course teaches the students techniques in how to think logically and mathematically and apply these techniques in solving problems. In particular, this class is meant to introduce logic, proofs, sets, relations, functions, counting, and probability, with an emphasis on applications in computer science. *Prerequisite: MTH 1410. Four credits.*

ECE 3140. Instrumentation and Control Systems. This course addresses industrial instrumentation and control systems as used for troubleshooting, process measurements and process control. Specifically, the course will discuss measurement terminology, differentiating between analog and digital, describe the instrumentation used for electronic testing and develop the principles of operation of transducers used for industrial process measurement and control. *Prerequisites: ECE 2605, PHY 2010, and MTH 1425 or MTH 1420. Four credits.*

ECE 3610. Circuits II. Laplace transforms. Transient response of dynamic circuits. Transformers. AC circuit analysis, AC power, three-phase circuits, frequency response (active and passive filters, bode plot), and two-port networks. *Prerequisites: ECE 2610, PHY 2020, and MTH 2050 or MTH 2410. Four credits.*

ECE 3630. Microprocessor Applications. The purpose of this course is to teach students the fundamentals of microprocessor and microcontroller systems. The student will be able to incorporate these concepts into their electronic designs for other courses where control can be achieved via a microprocessor/controller implementation. Topics include Semiconductor memory devices and systems, microcomputer architecture, assembly language programming, I/O programming, I/O interface design, I/O peripheral devices, data communications, and data acquisition systems. *Prerequisites: ECE 2605 and CSC 1720. Four credits.*

ECE 4140. Power Systems. This course focuses on the field of electric power systems and electrical to mechanical energy conversion. Electric power has become increasingly important as a way of transmitting and transforming energy in industrial, military and transportation uses. Electric power systems are also at the heart of alternative energy systems, including wind and solar electric, geothermal and small-scale hydroelectric generation. *Prerequisites: ECE 3610 and MTH 2050. Four credits.*

ECE 4200. Electronics I. Principles of the design of simple analog and digital electronic circuits employing nonlinear devices such as diodes, field effect transistors (FETs) and bipolar transistors. The design projects make use of PSpICE and include diode characteristics, transistor biasing, small signal analysis and modeling, amplifier design, CMOS gate characteristics. The design, simulation, and build cycle is emphasized. *Prerequisites: ECE 2605 and ECE 2610. Four credits.*

ECE 4210. Communication Systems. The objective of this course is to introduce undergraduate students to the fundamentals of communication systems. After a brief review of signals and systems (mainly Fourier analysis), techniques of transmitting and receiving information signals using analog carrier modulation techniques (AM, FM, PM) are studied. Performance of these systems in the presence of channel noise is established. Methods of digital transmission of analog signals (Binary and M-ary PCM) are studied. *Prerequisites: ECE 3610, ECE 3105, MTH 2150, and STS 3305. Four credits.*

ECE 4510. Advanced Control Systems. An in-depth examination of how graphics are implemented on a computer, with an emphasis on creating two-dimensional graphics using a standard API. Students will use the facilities provided by a standard API to express basic transformations such as scaling, rotation, and translation. Additional topics include: introduction to Maya, performance issues, input devices, real-time graphics and interaction, collision detection, and sound. *Prerequisite: CSC 1710 or CSC 2210, or permission of the instructor. Four credits.*

ECE 4630. Solid State Devices. Semiconductor fundamentals, pn junctions, metal-semiconductor contacts, metal-oxide semiconductor capacitors and field-effect transistors, bipolar junction transistors. *Prerequisites: ECE 2605, PHY 2020, and MTH 3410 or MTH 2150. Four credits.*

ECE 4650. Real Time and Embedded Systems. The fundamentals of embedded and real-time system hardware and firmware design will be explored. Issues such as embedded processor selection, hardware/firmware partitioning, glue logic, circuit design, circuit layout, circuit debugging, development tools, firmware architecture, firmware design, and firmware debugging will be discussed. Through the use of simulation software, real devices interfaced to a PC or Apple Mac and with embedded devices, students will develop competence in micro-processor based digital system design and interfacing. *Prerequisites: CSC 2710, ECE 3610, and ECE 2605. Four credits.*

ECE 4805. Computer Architecture. This course provides students with a solid understanding of fundamental architectural techniques used to build today's high-performance processors and systems. Course topics include pipelining, superscalar, out of order execution, multi-threading, caches, virtual memory, and multiprocessors. Some emphasis will be placed on hardware/software interaction to achieve performance. Issues affecting the nexus of architecture, compilers and operating systems will be briefly touched upon. *Prerequisite: ECE 2605. Four credits.*

ECE 4900. Engineering Senior Design Project I. In this first capstone course, engineering students will apply knowledge and skills learned in their undergraduate engineering curriculum toward a proposed project approved by the faculty advisor to study, analyze, design, build and test concepts in a field of their choosing. Elements of the design process are considered as well as real-world constraints, such as economic and societal factors, marketability, ergonomics, safety, aesthetics and ethics. Students work in small groups to undertake the project. Students must also complete ECE 4910 Engineering Senior Design Project II. *Prerequisite: Senior standing. Four credits.*

ECE 4910. Engineering Senior Design Project II. In this second capstone course, engineering students will apply knowledge and skills learned in their undergraduate engineering curriculum toward a proposed project approved by the faculty advisor to study, analyze, design, build and test concepts in a field of their choosing. Elements of the design process are considered as well as real-world constraints, such as economic and societal factors, marketability, ergonomics, safety, aesthetics and ethics. Students work in small groups to undertake the project. In this second capstone course, students will continue to work on their project. The final prototype will be presented by engineering students to meet initial specifications. *Prerequisite: ECE 4900. Four credits.*



The Congdon School of Health Sciences at High Point University comprises four outstanding departments.

- The Department of Athletic Training is one of the first programs in the country to transition to the Master of Science in Athletic Training degree. Students will be fully prepared for a rewarding career in athletic training by completing a curriculum that is rooted in basic sciences, emergency care, orthopedic injury assessment and diagnosis, and therapeutic interventions.
- The Department of Exercise Science prepares individuals for employment in a variety of settings related to exercise physiology, biomechanics, and health and wellness. It is also an excellent pre-professional program for students interested in entering physical therapy, occupational therapy, physician assistant studies, medical school, or other health professions. Finally, it serves as an excellent preparation for those wishing to take certifying examinations offered by the American College of Sports Medicine or the National Strength and Conditioning Association among others.
- The Department of Physical Therapy is a student-centered, community-engaged, globally-involved educational, research, and clinical leader dedicated to the improvement of health and well-being through the advancement of knowledge in rehabilitation science and the practice of physical therapy. The Department of Physical Therapy aims to prepare lifelong learners to be world-class scholars and practitioners in the Department of Physical Therapy.
- The Department of Physician Assistant Studies offers the Master of Physician Assistant Studies degree with an advanced curriculum designed to develop compassionate physician assistants who are self-directed lifelong learners prepared to provide evidence-based, patient-centered care as members of an interprofessional health care team.

Through excellence in teaching, scholarship, evidence-based clinical practice and community engagement, these departments are building innovative programs that holistically prepare our future scholars and healthcare professionals.

The foundation of such programs begins, as with any quality program, with stellar faculty. Our faculty are recognized both nationally and globally as master educators, expert clinicians and accomplished researchers. Their educational, clinical, and research collaborations, located on four continents and throughout the United States, place them among the most respected of experts. In addition, faculty actively engage students. Through experiential learning, evidence-based clinical practice, community engagement, and through excellence in teaching, our faculty are preparing compassionate, patient-centered healthcare professionals and scholars to become leaders in their field.



A handwritten signature in black ink that reads "Daniel Erb". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Daniel E. Erb, P.T., Ph.D.
Dean of the Congdon School of Health Sciences

THE CONGDON SCHOOL OF HEALTH SCIENCES

Dr. Daniel Erb, *Dean*; Dr. Eric Hegedus, *Chair, Department of Physical Therapy*; Dr. Jolene Henning, *Chair, Department of Athletic Training*; Dr. Dan Tarara, *Chair, Department of Exercise Science*; Dr. Linda J. Sekhon, *Chair, Department of Physician Assistant Studies*; Mr. Mark Banks; Dr. Colin Carriker; Ms. Julianne S. Connor; Dr. Jillian Davis; Dr. Steven Dischiavi; Dr. Alicia Emerson; Ms. Kathleen Flach; Dr. Kevin R. Ford; Ms. Heather Garrison; Dr. Angela Gisselman; Dr. Donald Goss; Dr. Dora Gosselin; Dr. Nancy Groh; Dr. Renee Hamel; Ms. Toni Jackson; Mr. James C. Johnson, III; Dr. Tony Kemerly; Dr. Matthew R. Kuennen; Ms. Shuli Leiken; Dr. Sheri D. Lim; Dr. Lance Mabry; Dr. Stephen Meyers; Dr. Garrett Naze; Dr. James D. Pampush; Dr. Diana Peterson; Mr. Jay Peterson; Mr. Brett Pexa; Dr. David Pitonzo; Dr. Kimberly Reich; Dr. Braden Romer; Dr. David Sinacore; Dr. James M. Smoliga; Dr. Michala Stock; Ms. Erica P. Thornton; Ms. Karen Timbrook-Dillow; Dr. Roger A. Vaughan; Dr. Justin Waxman; Dr. Alexis Wright; Dr. Lisa A. Zukowski.

The Congdon School of Health Sciences offers programs to prepare health professionals in selected disciplines. Overarching philosophies of the School include preparing healthcare providers who deliver evidence-based best practice, an emphasis on the interdependent roles of the professionals who constitute the health care team, providing unique active learning experiences across curricula and providing global opportunities for clinical experiences.

Vision Statement

The Congdon School of Health Sciences will be recognized nationally and internationally, as an exemplary model for the integration and translation of interdisciplinary knowledge into the preparation of exceptional scholars and healthcare professionals who are committed to providing evidence-based clinical services across the continuum of care.

Mission Statement

Through excellence in teaching, scholarship, evidence-based clinical practice and community engagement, the Congdon School of Health Sciences advances client- and patient-centered care across the lifespan, by educating and preparing exceptional scholars and compassionate healthcare professionals who are dedicated to lifelong learning and an interdisciplinary approach to achieving optimal outcomes.

Values Statement

The core values that drive the Congdon School of Health Sciences are:

- student-centered education
- wellness
- collaboration
- transparency
- integrity
- collegiality
- community engagement
- diversity and individuality
- evidence-based client and patient services
- ethics
- professionalism
- lifelong learning
- fiscal responsibility

Department of Exercise Science

Dr. Dan Tarara, *Chair*; Dr. Colin Carriker; Dr. Jillian Davis; Dr. Tony Kemerly; Dr. Matthew Kuennen; Dr. James D. Pampush; Dr. Kimberly Reich; Dr. Braden Romer; Dr. Michala Stock; Dr. Roger A. Vaughan; Dr. Justin Waxman.

The Department of Exercise Science prepares individuals for employment in a variety of settings related to exercise physiology, biomechanics, and health and wellness. It is also an excellent pre-professional program for students interested in entering physical therapy, occupational therapy, physician assistant studies, medical school, or other health professions. Finally, it serves as an excellent preparation for those wishing to take certifying examinations offered by the American College of Sports Medicine or the National Strength and Conditioning Association among others.



Programs of Study

- Exercise Science Major (B.S.)
- Exercise Science Major + Master of Science in Athletic Training (B.S. + M.S.A.T.)

Concentration Areas

- Traditional / Pre-Professional
- Biomechanics
- Exercise Physiology
- Health and Wellness

Degree Requirements

To graduate from High Point University with a degree from the Department of Exercise, students must complete one of the following:

B.S. in Exercise Science — Traditional

Major Requirements	60 credits
University Core Requirements	50 credits
Electives	18 credits
TOTAL.....	128 credits

B.S. in Exercise Science — Biomechanics

Major Requirements	60 credits
University Core Requirements	50 credits
Electives	18 credits
TOTAL.....	128 credits

B.S. in Exercise Science — Exercise Physiology

Major Requirements	63 credits
University Core Requirements	50 credits
Electives	15 credits
TOTAL.....	128 credits

B.S. in Exercise Science — Health and Wellness

Major Requirements	44 credits
University Core Requirements	50 credits
Electives	34 credits
TOTAL.....	128 credits

Exercise Science Major**Student Learning Outcomes**

Upon successful completion of the Exercise Science Program at High Point University, students will:

1. be able to apply the principles of anatomy, physiology, and biomechanics to their understanding of the human performance;
2. possess the intellectual and practical skills that facilitate analysis, critical thinking, and written and oral communication;
3. possess knowledge, skills, and abilities that will prepare them to enter, or pursue further education towards, their chosen career in the allied health or human performance fields.

B.S. in Exercise Science — Traditional/Pre-Professional Concentration (60 credits)Exercise Science Core Requirements (28 credits)

BIO 1500/1501. Principles of Cell Biology/Lab (3/1)*
 PHS/BIO 2060/2061. Human Physiology/Lab (3/1)
 ANA/BIO 2070/2071. Human Anatomy/Lab (3/1)
 EXS 2100. Analysis and Critique of Scientific Literature (4)
 EPY 2200. Exercise Physiology (4)
 BMC 2300. Biomechanics (4)
 EXS 3200. Exercise Testing and Prescription (4)

**Note: For Pre-Pharmacy students who complete the BIO 1399 /BIO 1400 course sequence, BIO 1399 and BIO 1400 will serve as course substitutions for BIO 1500 and BIO 1501, respectively, fulfilling the requirements for a degree in exercise science.*

Preparatory Requirements (16 credits)

CHM 1010/1011. General Chemistry I/Lab (3/1)
 CHM 1020/1021. General Chemistry II/Lab (3/1)
 PHY 1510/1511. Physics I/Lab (3/1)
 PHY 1520/1521. Physics II/Lab (3/1)

Concentration Electives (16 credits)

Choose at least 16 credits from the following list:

ANA/EXS 4100. Human Microanatomy (4)
 ANA/BIO/EXS 4900. Advanced Human Anatomy (4)
 BMC 3300. Advanced Biomechanics (4)
 BMC 3700. Motor Control (4)
 BMC 3775. Experimental Lab Techniques in Biomechanics (4)
 BMC 4300. Biomechanics of Daily Living (4)

BMC 4350. Occupational Biomechanics (4)
 BMC 4700. Biomechanics of Injury (4)
 EPY 4800. Exercise Metabolism (4)
 EPY 4825. Cellular Exercise Physiology (4)
 EPY 4850. Cardiovascular Exercise Physiology (4)
 EPY 4875. Muscle Physiology (4)
 EPY 4900. Environmental Exercise Physiology (4)
 EXS 3000. Evidence Based Tests and Measures for the Health Sciences (2)
 EXS 3100. Research Methods in Exercise Science (4)
 EXS 3125. Statistics in the Health Sciences (4)
 EXS 3750. Strength and Conditioning (4)
 EXS 3900. Technical Proficiency and Advanced Program Design (4)
 EXS 4111. Undergraduate Research Experience (1-4)
 EXS 4444. Independent Study (1-4)
 EXS 4810-4815. Practicum (1-4)
 NTR 3175. Advanced Nutrition for the Health Science Professional (4)
 NTR 4275. Sport Nutrition (4)
 NTR 4375. Nutritional and Exercise Biochemistry I (Catabolic Processes) (4)
 NTR 4385. Nutritional and Exercise Biochemistry II (Anabolic Processes) (4)
 WEL 4200. Exercise and Aging (4)
 WEL 4400. Health Behavior Change (4)
 WEL 4600. Sociocultural Aspects of Obesity (4)
 WEL 4650. Physical Activity Epidemiology (4)
 WEL/WGS 4475. Culture of Fitness (4)
 WEL/WGS 4675. Body and Identity (4)

B.S. in Exercise Science—Biomechanics Concentration (60 credits)

Exercise Science Core Requirements (28 credits)

BIO 1500/1501. Principles of Cell Biology/Lab (3/1)*
 PHS/BIO 2060/2061. Human Physiology/Lab (3/1)
 ANA/BIO 2070/2071. Human Anatomy/Lab (3/1)
 EXS 2100. Analysis and Critique of Scientific Literature (4)
 EPY 2200. Exercise Physiology (4)
 BMC 2300. Biomechanics (4)
 EXS 3200. Exercise Testing and Prescription (4)

**Note: For Pre-Pharmacy students who complete the BIO 1399 /BIO 1400 course sequence, BIO 1399 and BIO 1400 will serve as course substitutions for BIO 1500 and BIO 1501, respectively, fulfilling the requirements for a degree in exercise science.*

Preparatory Requirements (12 credits)

MTH 1410. Calculus I (4)
 PHY 2010. Fundamentals of Physics I (4)
 BMC 3300. Advanced Biomechanics (4)

Concentration Electives (20 Credits)

Choose at least 20 credits from the following list:

MTH 1420. Calculus II (4)
 PHY 2020. Fundamentals of Physics II (4)
 PHY 3110. Classical Mechanics (4)
 EXS 3125. Statistics in the Health Sciences (4)
 EXS 3750. Strength and Conditioning (4)
 EXS 3900. Technical Proficiency and Advanced Program Design (4)
 BMC 3775. Experimental Lab Techniques in Biomechanics (4)
 BMC 3785. Introduction to MATLAB (4)
 BMC 3700. Motor Control (4)
 EXS 4111. Undergraduate Research Experience (1-4)
 BMC 4300. Biomechanics of Daily Living (4)
 BMC 4350. Occupational Biomechanics (4)
 BMC 4700. Biomechanics of Injury (4)
 ANA/BIO/EXS 4900. Advanced Human Anatomy (4)

B.S. in Exercise Science—Exercise Physiology Concentration (63 credits)

Exercise Science Core Requirements (28 credits)

BIO 1500/1501. Principles of Cell Biology/Lab (3/1)*
 PHS/BIO 2060/2061. Human Physiology/Lab (3/1)
 ANA/BIO 2070/2071. Human Anatomy/Lab (3/1)
 EXS 2100. Analysis and Critique of Scientific Literature (4)
 EPY 2200. Exercise Physiology (4)
 BMC 2300. Biomechanics (4)
 EXS 3200. Exercise Testing and Prescription (4)

**Note: For Pre-Pharmacy students who complete the BIO 1399 /BIO 1400 course sequence, BIO 1399 and BIO 1400 will serve as course substitutions for BIO 1500 and BIO 1501, respectively, fulfilling the requirements for a degree in exercise science.*

Preparatory Requirements (19 credits)

BCH 3010. Biochemistry I (3)
 CHM 1010/1011. General Chemistry I/Lab (3/1)
 CHM 1020/1021. General Chemistry II/Lab (3/1)
 CHM 2510/2011. Organic Chemistry I/Lab (3/1)
 CHM 2520/2021. Organic Chemistry II/Lab (3/1)

Concentration Electives (16 credits)

Choose at least 16 credits from the following list:

- BCH 3520. Biochemistry II (4)
- EXS 3100. Research Methods in Exercise Science (4)
- EXS 3125. Statistics in the Health Sciences (4)
- EXS 3750. Strength and Conditioning (4)
- EXS 4111. Undergraduate Research Experience (1–4)
- EPY 4800. Exercise Metabolism (4)
- EPY 4825. Cellular Exercise Physiology (4)
- EPY 4850. Cardiovascular Exercise Physiology (4)
- EPY 4875. Muscle Physiology (4)
- EPY 4900. Environmental Exercise Physiology (4)
- NTR 3175. Advanced Nutrition for the Health Science Professional (4)
- NTR 4275. Sports Nutrition (4)
- NTR 4375. Nutritional and Exercise Biochemistry I (Catabolic Processes) (4)
- NTR 4385. Nutritional and Exercise Biochemistry II (Anabolic Processes) (4)
- WEL 4200. Exercise and Aging (4)

B.S. in Exercise Science—Health and Wellness Concentration (44 credits)

Exercise Science Core Requirements (28 credits)

- BIO 1500/1501. Principles of Cell Biology/Lab (3/1)*
- PHS/BIO 2060/2061. Human Physiology/Lab (3/1)
- ANA/BIO 2070/2071. Human Anatomy/Lab (3/1)
- EXS 2100. Analysis and Critique of Scientific Literature (4)
- EPY 2200. Exercise Physiology (4)
- BMC 2300. Biomechanics (4)
- EXS 3200. Exercise Testing and Prescription (4)

***Note:** For Pre-Pharmacy students who complete the BIO 1399 /BIO 1400 course sequence, BIO 1399 and BIO 1400 will serve as course substitutions for BIO 1500 and BIO 1501, respectively, fulfilling the requirements for a degree in exercise science.

Concentration Electives (16 Credits)

Choose at least 16 credits from the following list:

- WEL 4200. Exercise and Aging (4)
- WEL 4400. Health Behavior Change (4)
- WEL 4600. Sociocultural Aspects of Obesity (4)
- WEL 4650. Physical Activity Epidemiology (4)
- WEL/WGS. 4475. Culture of Fitness (4)
- WEL/WGS. 4675. Body and Identity (4)

Pre-Athletic Training for the 3+2 M.S.A.T. Program

Students wishing to complete the 3 + 2 M.S.A.T. degree program should declare the B.S. in Exercise Science—Health and Wellness Concentration as a major during the freshman year. Students will need to complete all the B.S. in Exercise Science—Health and Wellness Concentration degree requirements, general education requirements, and M.S.A.T. application prerequisite coursework within a three year undergraduate sequence. (Admission criteria and application processes for the M.S.A.T. program may be found in the High Point University Graduate Bulletin.)

Pre-Athletic Training Plan of Study

To complete the B.S. in Exercise Science (Health and Wellness Concentration) and to be eligible for application to the M.S.A.T. program, students will adhere to the following plan of study and complete 110 credits* of coursework over a three year period.

**Total number of credits may vary depending on whether students matriculate with results of placement tests and acceptance of advanced placement credit.*

Freshman Year †

Fall

- BIO 1500/1501. Principles of Cell Biology/Lab (3/1)*
- ENG 1103. College Writing and Public Life (4)
- EXP 1101. President's Seminar (1)
- Fine Arts requirement (4)
- MTH 1400. Pre-Calculus (4) **or** MTH 1410. Calculus (4)

***Note:** For Pre-Pharmacy students who complete the BIO 1399 /BIO 1400 course sequence, BIO 1399 and BIO 1400 will serve as course substitutions for BIO 1500 and BIO 1501, respectively, fulfilling the requirements for a degree in exercise science.

Spring

- BIO/PHS 2060/2061. Human Physiology/Lab (3/1)
- EXS 2100. Analysis and Critique of Scientific Literature (4)
- FYS 1000. First Year Seminar (4)
- History Requirement (4)
- P.E. Activity Course (1)

† Specific general education sequence may vary based on freshmen year placement and course availability.

Sophomore Year

Fall

ANA/BIO 2070/2071. Human Anatomy/Lab (3/1)
 ATR 1300. Medical Terminology (1)
 English Literature. Requirement (4)
 Foreign Language I Requirement (4)
 Social Science Requirement I (4)

Spring

CHM 1010/1021. General Chemistry I/Lab (3/1)
 Ethics Requirement (4)
 EPY 2200. Exercise Physiology (4)
 Foreign Language II Requirement (4)
 ATR 2100. Responding to Emergencies (2)

Summer[†]

Social Science II Requirement (4)
 General Education Course (4)

[†] Summer school may not be required, depending on whether students matriculate with results of placement tests, acceptance of advanced placement credit, etc. Students should work closely with their advisors to determine if summer school will be required.

Junior Year

Fall

PHY 1510/1511. General Physics I/Lab (3/1)
 NTR 4275. Exercise and Sport Nutrition (4)
 WEL 4400. Health Behavior Change (4)
 Global Studies Requirement 3000-level or above (4)
 ATR 2200. Clinical Observation in Athletic Training (1)

Spring

EXS 3200. Exercise Testing and Prescription (4)
 BMC 2300. Biomechanics (4)
 WEL 4650. Physical Activity Epidemiology (4)
 WEL 4600. Sociocultural Aspects of Obesity (4) **or** WEL/
 WGS 4675. Body and Identity (4)

3+2 M.S.A.T. Admissions Process

Completing the pre-athletic training sequence does not guarantee matriculation into the M.S.A.T. degree program. Refer to the Graduate Bulletin for the application process and admission criteria required for entry into the M.S.A.T. program.

Course Descriptions

ANA/BIO 2070. Human Anatomy. A study of the anatomy of the major systems of the human body. All of the systems and their various parts will be covered. Laboratory will consist of models, interactive electronic programs, and where possible, dissection of a representative animal. *Course consists of three lecture and two laboratory hours per week. Four credits. [N]*

ANA/EXS 4100. Human Microanatomy. Microanatomy is the study of cells, tissues, and systems on a microscopic level. Students learn to identify different cell types and recognize tissues within organ systems. Particular focus is placed on understanding cell function and how cellular processes relate to organ system function, thereby linking physiology, cell biology, and gross anatomy. The course is taught as an all-in-one lecture and lab using virtual histological specimens in which students learn to identify structures intermittently during the same class period in which concepts are introduced. *Prerequisites: PHS/BIO 2060, ANA/BIO 2070/2071. Four credits.*

ANA/BIO/EXS 4900. Advanced Human Anatomy. The advanced anatomy elective course is designed to pair lecture-based learning with a human dissection-based lab experience to enable students to explore structure and function in greater depth than is allowed by the introductory level course. This in-depth course covers the structure of the human body from an applied anatomical perspective. As a result, it will prepare the student for graduate level gross cadaver anatomy course work by emphasizing proper cadaver dissection technique and by applying critical thinking skills to anatomical studies. *Prerequisites: ANA/BIO 2070/2071. Four credits.*

ATR 1300. Medical Terminology. An online course relating to the study of the basic structure of medical words, including prefixes, suffixes, word roots, combining forms, singulars and plurals. Student will study and demonstrate the use of medical word by combining roots, suffixes and prefixes as related to the body systems and associated diseases. *One credit.*

ATR 1500. Introduction to Athletic Training Clinical Applications. This course is designed to introduce students to the scope of clinical practice of athletic trainers through the examination of common clinical applications. Students will have the opportunity to experience common techniques used across the continuum of patient care. *Graded pass/fail. One credit.*

ATR 2100. Responding to Emergencies. This course is designed for students pursuing the health professions. A lecture and laboratory experience pertaining to the introduction of emergency techniques used to assist others in case of injury or sudden illness. Student will learn and demonstrate psychomotor skills relating to first aid techniques, CPR, and AED. Upon completion students will earn certifications American Red Cross CPR/AED for the Professional Rescuer, First Aid, and Bloodborne Pathogens. Two credits.

ATR 2200. Clinical Observation in Athletic Training. Clinical observation experience in the athletic training setting. The course is designed to expose potential candidates for the Master of Athletic Training degree program to the roles, responsibilities, and career options for athletic trainers. *One credit.*

ATR 4000. Undergraduate Research. This course is based on collaborative work between the student and the instructor. The majority of the course contact time will be spent discussing and conducting research in Athletic Training. Additionally, the student will be expected to fulfill many of the course requirements independently. While there are a number of specific expectations for this independent research course, the exact nature of the assignments will be dictated by the nature of the research project that is being undertaken. Enrollment in the course is limited and requires prior approval of both the faculty collaborator/mentor and the department chair. Credit is variable, and depends on the quantity and depth of work involved in the proposed research project. *Course is offered in the Fall and Spring. Prerequisites: Permission of the Department Chair. One to four credits.*

ATR 4999/5000. Gross Anatomy. This course is designed to familiarize the student with the clinically relevant aspects of human anatomy via an in-depth examination of anatomical structure and function. In addition to regional gross human anatomy, the course will also cover selected topics in the areas of histology and embryology related to the structures of the selected regions. Emphasis is placed on relationship of structure and normal variants with clinical correlation to pathology and disease presentation. The laboratory component of this course focuses attention on spatial relationships, anatomic variation, and relationship of organ systems. The lecture and lab sections correlate with the ATR 4900/5100 Fundamental Skills in Athletic Training course that runs concurrently. *Prerequisite: Admission to MSAT program. Five credits.*

ATR 4900/5100. Fundamental Skills in Athletic Training. This clinical skills lab focuses on fundamental athletic training skills necessary for active participation in the patient care setting. The primary focus is on an introduction to patient history and physical examination, musculoskeletal palpation,

pre-participation physical examinations, injury prevention concepts, and documentation. *Prerequisite: Admission to MSAT program. Two credits.*

ATR 4901/5101. Foundations of Professional Practice. This course provides an introduction to clinical decision making through an exploration of evidence-based practice frameworks, a team approach to healthcare, legal and ethical considerations, privacy of the patient, effective communication and concepts of professionalism and cultural competence. *Prerequisite: Admission to MSAT program. One credit.*

ATR 4902/5102. Managing Medical Emergencies. A lecture, laboratory, and clinical experience that provides a comprehensive approach to the identification of risk factors, preparation of emergency action plans, and recognition and care of emergency medical conditions including those that may lead to sudden death. Students will complete a mini rotation in the emergency department in the local hospital as well as participate in a ride-along shift with Emergency Medical Services (EMS). *Prerequisite: Current certification in either American Red Cross Professional Rescuer CPR or American Heart Association Basic Life Support for Health Care Providers. Admission to MSAT program. Prerequisite: Admission to MSAT program. Four credits.*

ATR 4915/5215. Musculoskeletal Assessment and Diagnosis. This course provides a comprehensive approach to the assessment and diagnosis of lower extremity musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. *Co-requisites: ATR 4916/5216 Musculoskeletal Assessment and Diagnosis II and ATR 4925/5225 Clinical Skills Lab I. Prerequisite: Admission to MSAT program. Four credits.*

ATR 4916/5216. Musculoskeletal Assessment and Diagnosis II. This course provides a comprehensive approach to the assessment and diagnosis of upper extremity and torso musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. *Co-requisites: ATR 4915/5215 Musculoskeletal Assessment and Diagnosis I and ATR 4925/5225 Clinical Skills Lab I. Prerequisite: Admission to MSAT program. Four credits.*

ATR 4917/5217 Spine, Posture and Movement Assessment. This course provides a comprehensive approach to the assessment and diagnosis of musculoskeletal injuries to the spine and torso including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. This course will also provide a comprehensive approach to assessment of the spine posture and dynamic movement patterns as it

relates to musculoskeletal injuries. *Co-requisites:* ATR 5215 *Musculoskeletal Assessment and Diagnosis I* and ATR 5225 *Clinical Decision Making I*. *Prerequisite:* admission to MSAT program. *Two credits.*

ATR 4925/5225. Clinical Decision Making. This course provides instruction of the standard techniques and procedures for the evaluation and diagnosis of musculoskeletal injuries and common illnesses. *Co-requisites:* ATR 4915/5215 and ATR 4916/5216. *Prerequisite:* Admission to MSAT program. *Two credits.*

ATR 4935/5235. Evidence Based Practice I. This course investigates the concepts of evidence based practice as it relates specifically to musculoskeletal assessment and diagnosis with a primary focus on clinician-and patient-oriented outcome measures and appropriate referral decisions. Students will explore primary literature focused on clinical questions related to a comprehensive approach to injury evaluation. *Prerequisite:* Admission to MSAT program. *One credit.*

ATR 4945/5245. Pediatric Sports Medicine Clinical Rotation. This 14 week clinical rotation focuses on the health care needs of pediatric/adolescent athletes. This rotation is completed concurrently with other weekly courses required in the first professional year of study. Students will average 14 hours per week (200 total) participating in an inter-professional sports medicine team providing care to competitive high school athletes. *Prerequisite:* Admission to MSAT program. *Two credits.*

BIO/PHS 2060/2061. Human Physiology/Lab. A study of the physical and chemical mechanisms by which human systems function. The focus of the course is on homeostasis, a dynamic equilibrium regulated locally and by neural and endocrine systems. Some pathologies are covered as a means for appreciating normal function. Students will participate in a number of non-invasive activities. Computer- assisted data acquisition is used for some exercises, including reaction times, muscle function, EKGs, spirometry, and breathing rates. *Course consists of three lecture and two laboratory hours per week. Four credits.* [N]

BMC 2300. Biomechanics. A study of the anatomical structures and mechanical aspects of human movement. Specific attention will be given towards examining the application of physical laws to human performance. *Prerequisite:* Sophomore standing. *Four credits*

BMC 3300. Advanced Biomechanics. This is an advanced course intended as a sequel course to BMC 2300. This course will allow students to develop a more in-depth understanding of the application of physical laws to human movement. Specific attention will be given towards application of laws to assess whole body movements such as running, walking, and jumping. *Prerequisites:* PHY 2010, BMC 2300, or permission of the instructor. *Four credits.*

BMC 3700. Motor Control. This course is designed to acquaint the student with motor learning — exploration and explanation of the materials, methods, and mechanisms that underlie the learning and performance of



motor skills. Various Factors will be considered which affect skill acquisition, such as: motivation, length and methods of practice, feedback mechanisms, retention and transfer of motor skills, etc. The course is designed to make the student a better learner of motor skills as well as a better instructor of motor skills. *Prerequisite: Junior status. Four credits.*

BMC 3775. Experimental Lab Techniques in Biomechanics. Examination and application of techniques used to analyze human motion. *Prerequisites: PHY 2010, BMC 2300, or permission of the instructor. Four credits.*

BMC 3785. Introduction to MATLAB. This course will provide the student with an introduction to a commonly used computer language (MATLAB) with specification applications to biomechanics and analysis of human movement. *Prerequisites: BMC 2300 and MTH 1410. Four credits.*

BMC 4300. Biomechanics of Daily Living. A study of the mechanical aspects of human movement and how they apply to activities of daily living. Specific attention will be given towards examining kinematics and kinetics of daily tasks (i.e. balance during standing, rising from a chair, walking, etc), and how these are influenced by aging, obesity, and other neuromuscular diseases. *Prerequisites: PHY 2010, EXS 3775, or permission of the instructor. Four credits.*

BMC 4350. Occupational Biomechanics. A study of the mechanical aspects of human movement and how they apply to the workplace. *Prerequisites: PHY 2010, BMC 2300, or permission of the instructor. Four credits.*

BMC 4700. Biomechanics of Injury. A study of the mechanical aspects of injury to the musculoskeletal system including but not limited to athletes, workers, and motor vehicle occupants. *Prerequisites: PHY 2010, BMC 2300, or permission of the instructor. Four credits.*

EPY 2200. Exercise Physiology. Provides students with understanding of factors affecting the physiological function of the body related to exercise and physical performance. Laboratory provides experiences in evaluating these physiological factors. *Prerequisite: PHS/BIO 2060. Four credits.*

EPY 4800. Exercise Metabolism. The study of the mechanism of energy production and expenditure associated with exercise metabolism. Content will focus on carbohydrates, lipid, and protein metabolism and the acute and chronic effects of physical activity and exercise. *Prerequisites: EPY 2200. Four credits.*

EPY 4825. Cellular Exercise Physiology. This course examines the molecular signaling events and cellular adaptations that occur in response to exercise. This course focuses on the cellular mechanisms that explain physiological responses and adaptations to exercise. This course will introduce both conceptual material and analytical techniques prevalent in the field of study. *Prerequisite: EPY 2200. Four credits.*

EPY 4850. Cardiovascular Exercise Physiology. Effects of acute and chronic exercise on heart function and size, peripheral vasculature, hemodynamics and cardiac output. The study of cardiovascular physiology as it relates to acute and chronic exercise responses. Course content will focus on the function and regulation of the myocardium, vascular system, and hemodynamic and associated adaptations. *Prerequisites: EPY 2200 or permission of the instructor. Four credits.*

EPY 4875. Muscle Physiology. This is an advanced undergraduate course that explores, in-depth, muscle physiology, biochemistry, biophysics, and pathobiology. Special attention will be given to the relationship among molecular pathways, cellular structure/function, and the functional properties of skeletal muscle in both normal and pathological states. *Prerequisite: EPY 2200. Four credits.*

EPY 4900. Environmental Exercise Physiology. This Course is designed as an upper-level undergraduate course that provides research-based findings on how certain environmental stresses alter the physiological responses to exercise. The environmental stressors to be covered include: altitude, heat, cold, diving, microgravity, hyper-gravity, and air pollution. *Prerequisite: EPY 2200. Four credits.*

EXS 2100. Analysis and Critique of Scientific Literature. A study of the health science literature that includes both theories and applications of the major themes in the field as they pertain to a variety of populations. *Four credits.*

EXS 2111. Orientation to Exercise Science Research Instrumentation. Examination and application of techniques used to analyze human motion and function. *One credit.*

EXS 3000. Evidence Based Tests and Measures for the Health Sciences. Performance of common physical tests and measures utilized in health science professions. This course is meant to introduce students to basic skills performed in most health science professions. The course is meant to build on existing knowledge of anatomy and physiology and offer an opportunity for experiential learning in a more clinical environment. This course is designed to teach the "generic clinical" skills required to

conduct an examination across a wide variety of patients. *Prerequisite: ANA/BIO 2070/2071. Two credits.*

EXS 3100. Research Methods in Exercise Science. This is an advanced undergraduate course that will explore the nature of research and the methods of acquiring knowledge in the field of exercise science. The topics of research ethics, communication, and protection of human subjects will also be covered. *Prerequisite: Junior status. Four credits.*

EXS 3125. Statistics in the Health Sciences. This course covers descriptive and basic inferential statistics, including graphs, frequency distributions, central tendency, variance, correlation, and null hypothesis testing as they relate to the field of Health Sciences. Computer applications are included. *Prerequisite: MTH 1130 or higher. Four credits.*

EXS 3200. Exercise Testing and Prescription. A study of the basic physiological principles and their application to the prescription of exercise and the administration of conditioning programs, for individuals of differing ages, health status, and occupational status. *Four credits.*

EXS 3500. Exercise Science at High Altitude: The Nexus between Physiology and Culture. This study abroad course is designed to provide students with an experiential-learning opportunity on the physiological effects of exposure to high altitude (8,000 feet above sea level) as they travel to the Himalayan mountain region of Nepal and trek to the South Base Camp of Mt. Everest, reaching a peak elevation of ~18,500 feet above sea level. Students will learn about: (1) cardiorespiratory system structure and function, (2) the effects of altitude on cardiorespiratory system function, (3) altitude-related disorders/illnesses, (4) differences in the physiological responses to high-altitude exposure between the native Sherpa and predominately low-lying westerners, and (5) Nepali and Sherpa culture. While abroad, students will live among a group of Sherpa and gain first-hand experience measuring, recording, and evaluating longitudinal changes in physiological data and symptoms of Acute Mountain Sickness in response to high altitude exposure. Students will then make comparisons between their data and those of the native Sherpa to better understand the differences between acute and chronic exposure to high altitude. In addition, students will spend time learning about various aspects of Sherpa culture and lifestyle to appreciate how such aspects might contribute to the physiological differences observed. *Prerequisite: PHS/BIO 2060/2061 or permission of the Instructor. No prior trekking experience is required; however, students should be in good physical and mental health given the demanding nature of trekking at high altitude. Four credits.*

EXS 3750. Strength and Conditioning. The purpose of this course is to understand the procedures used to strengthen and condition individuals in aerobic and anaerobic activities. Discussions will focus on exercise models, performance evaluations, exercise equipment, training ethics and professional development. The course will also provide an understanding of individualized exercise prescription design in programs to develop and maintain physical fitness through testing and re-evaluation strategies. Students will focus their attention toward applying the above content areas toward the training of athletes. *Prerequisite: EXS 2200 or BMC 2300. Four credits.*

EXS 3900. Technical Proficiency and Advanced Program Design. The purpose of this experiential course is to teach the student the mechanics of the Olympic (snatch, clean and jerk) and Power (bench press, squat, deadlift) lifts as well as the assistance lifts for each of the previously mentioned lifts. In addition to learning to perform the lifts, the student will learn to both =- critique and teach the lifts. Furthermore, the student will be taught to use those lifts as a part of a properly developed strength and conditioning program. *Prerequisite: EXS 3750. Four credits.*

EXS 4111. Undergraduate Research Experience. Undergraduate Research is designed to allow students to develop highly individualized research or creative projects that are typically undertaken by students with an expressed interest in and aptitude for attaining more advanced, hands-on experience in exercise science. In this course, students may contract to work individually with a faculty member on a project initiated and designed by the student, as part of a collaborative research or creative team, on a project initiated by the professor (more typical), or with a group of students working collaboratively on a common project in conjunction with a faculty member. Students, in collaboration with a faculty member, practice advanced exercise science research methods, such as independent project design, data gathering techniques, data analysis, and report writing. Enrollment in the course is limited and requires prior approval of both the faculty collaborator/mentor and the department chair. *Prerequisites: Permission of instructor and department chair. No more than four credits will count toward the major requirements. One to four credits.*

EXS 4810– 4815. Student Internship. *Three, four, six, eight, ten, or twelve credits.*

NTR 3175. Advanced Nutrition for the Health Sciences Professional. This course provides an overview of general and advanced concepts of nutrition applied to food choices that support health for both the general and diseased populations. *Prerequisite: CHM 1010/1011, Lab CHM 1020/1021. Four credits.*

NTR 4275. Sport Nutrition. Adequate nutrition is of undeniable importance in the pursuit of elite athletic performance. This course outlines many current recommendations and controversies currently surrounding sports nutrition. This course also provides an in-depth description of nutrients and ergogenic aids/dietary supplements in the manipulation of exercise performance and body composition. *Prerequisite: EXS 2200, CHM 1010/1011. Four credits.*

NTR 4375. Nutritional and Exercise Biochemistry (Catabolic Processes). This course provides an in-depth summary of the role of nutrients and exercise in metabolism and hormonal control of catabolic pathways in cell processes, energetics, athletic performance and disease. *Prerequisite: CHM 2510/2011. Four credits.*

NTR 4385. Nutritional and Exercise Biochemistry II (Anabolic Processes). This course provides an in-depth summary of the role of nutrients and exercise in metabolism and hormonal control of anabolic pathways in cell processes, energetics, athletic performance and disease. *Prerequisite: CHM 2510/2011. Four credits.*

WEL 4200. Exercise and Aging. The study of the scientific and theoretical bases of exercise as it related to aging. The primary topics will include theories of aging, musculoskeletal, cardiovascular, pulmonary, metabolic, and sensory systems as related to physical activity and exercise. *Prerequisites: EPY 2200 or permission of the instructor. Four credits.*

WEL 4400. Health Behavior Change. A study of the theoretical and conceptual frameworks of health behavior change. This course will provide the theoretical foundation to design, implement, and evaluate health promotion interventions at the individual, interpersonal, and community level. *Prerequisites: Junior standing and EXS 2100, or permission of the instructor. Four credits. [SL]*

WEL/WGS 4475. Culture of Fitness. This focus of this course is fitness culture. Fitness culture is a sociocultural phenomenon, which refers to the culture that surrounds physical exercises and the concomitant gym culture in which those exercises are performed. This course will follow the historical development of this phenomenon from its inception with the gymnastics of ancient Greece and Rome to its effect on modern culture, the Cold War and finally to its commercialization. In addition, the influences on fitness culture? namely the mass media, peer influence, personal trainers, sport fashion, and branded exercises will be examined. *Prerequisite: Junior Standing. Four credits.*

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WEL 4600. Sociocultural Aspects of Obesity. This course examines the obesity epidemic from a sociocultural perspective. A critical and reflective analysis of the war on obesity is performed through an examination of the influences of culture, ethnicity, lifestyle, gender, class, and the media on our society's interpretation of the obese individual. *Prerequisite: Junior standing. Four credits.*

WEL 4650. Physical Activity Epidemiology. This is an advanced undergraduate course that will expose the student to the topics related to the role of physical activity in the prevention and treatment of chronic diseases and additional health-related outcomes through the study of epidemiological research. *Prerequisite: Junior standing. Four credits.*

WEL/WGS 4675. Body and Identity. This course looks deeper at how our bodies fit (and don't fit) within society and are a physically and socially constructed entity that influences our identity. The way we move, adorn, and utilize our bodies all reflect and also help shape our sense of who we are. In a way, our appearance is linked with our essence. Grasping the significance of the body involves studies of personal psychology and physiology as well as studies of historical, social, and cultural variations in experience and identity. *Prerequisite: Junior Standing. Four credits.*



The Wanek School of Natural Sciences is a community of over 450 scientist scholars from five different disciplines: biology, biochemistry, chemistry, neuroscience, and physics. The faculty who lead our programs are internationally recognized for their scientific expertise and for their innovative approaches to undergraduate education. our vision – which guides all of our day-to-day activities, whether inside the classroom, laboratory, or while conducting fieldwork – is to be an internationally recognized center of excellence that inspires, motivates, and prepares students to be the visionary scientists and healthcare practitioners of tomorrow's world.

The mission of the Wanek School of Natural Sciences is to foster in students the knowledge, talent, and leadership skills that will allow them to make significant contributions to our understanding of the natural world; to help solve problems related to the changing earth, human health, and the environment; and to distinguish themselves in their professions as creative, ethical leaders who are socially engaged, historically informed, and who value diversity of thought.

In keeping with the liberal arts tradition of High Point University, the Wanek School of Natural Sciences values critical thinking, excellence in communication (both oral and written), information literacy, and cultural competency. To instill in students these life skills, the School has established the following goals for each of its innovative, research-intensive programs:

- to recruit and hire accomplished scientists who are passionate about undergraduate education, mentorship, and sharing their infectious curiosity about the natural world;
- to offer courses that are delivered with pedagogies known to be “best practices” for fostering in students the skills, attitudes and behaviors of a scientist;
- to steep all educational experiences in scientific inquiry;
- to provide hands-on learning experiences with state-of-the art scientific instrumentation and computer technology;
- to use teaching practices that address the emotional components of learning, by promoting among students a strong sense of community, a growth mindset, and confidence in their professional identity;
- to hold high standards of professionalism; and
- to provide students with the understanding and skills necessary to work in a diverse world.



A handwritten signature in black ink that reads "Angela C. Bauer". The signature is written in a cursive style.

Angela C. Bauer, Ph.D.
Dean of the Wanek School of Natural Sciences

Department of Biology

Dr. Brett Woods, *Chair*; Dr. Kristin Ackerman; Dr. Heather Ahrens; Dr. Neil Coffield; Dr. Sandra Cooke; Dr. Dinene Crater; Dr. Christian George; Dr. Michael Grider; Dr. Evelyn Hiatt; Dr. Nicole Hughes; Dr. Todd Lyda; Dr. Kelli Sapp; Dr. Veronica Segarra; Dr. Jackson Sparks; Dr. Kevin Suh; Dr. Cynthia Vigueira; Dr. Patrick Vigueira.

Programs of Study

- Biology Major (B.A. and B.S.)
- Neuroscience Major (B.S.)
- Biology Minor

Concentration Areas for the B.S. in Biology

- Organismal and Evolutionary Biology
- Molecular/Cell and Biotechnology
- Health Science

Degree Requirements

To graduate from High Point University with a degree from the Department of Biology, students must complete one of the following:

B.A. in Biology

Major Requirements	45-46 credits
University Core Requirements	50 credits
Electives	32-33 credits
TOTAL	128 credits

B.S. in Biology

Major Requirements	57-58 credits
University Core Requirements	50 credits
Electives	20-21 credits
TOTAL	128 credits

B.S. in Neuroscience

Major Requirements	58 credits
University Core Requirements	50 credits
Electives	20 credits
TOTAL	128 credits

Biology Major

Mission Statement

Within the context of the liberal arts environment, High Point University's Department of Biology provides students with curricular options that range from the generalized to the specialized, and that prepare them for a wide variety of postbaccalaureate goals (e.g., careers in field ecology or biomedical research; advanced studies in the life sciences; professional programs in the health sciences, such as medical school). Within our curricula, special emphasis is placed on science as a process, supported by a conceptual understanding of basic biological principles. To this end, hands-on, experiential learning opportunities are abundant, both within classrooms and teaching laboratories and through original research. As a result, our curricula foster within students not only the knowledge base, but also the critical thinking, communication and collaboration skills that prepare them for success in their future careers and for leadership roles within society.

Biology Program's Commitment to Students

High Point University's Biology Department is committed to providing students with:

1. foundation courses that utilize best practices in teaching to deliver concepts and theories at the forefront of our field, and to foster scientific thinking;
2. upper level elective courses in three areas (Organismal and Evolutionary Biology; Cell/Molecular Biology and Biotechnology; and Health Science) to meet the diverse interests and career goals of our students;
3. comprehensive academic and career advising;
4. an inclusive academic community that values and models intellectual inquiry, diversity of thought and high standards of professionalism.

Student Learning Outcomes for Biology Majors

High Point University's Biology Department strives to provide students with state-of-the-art, rigorous, laboratory-intensive training in their discipline that enables them to:

1. understand core concepts in the fields of molecular, cell, organismal, population and evolutionary biology, and to apply those concepts in novel contexts to problem-solve;
2. communicate biological concepts and data effectively, both orally and in written form, to the scientific and lay communities;

"The small class size in the upper level Biology courses has given us the personal attention needed for future success."

– MRSA Research Team, Class of 2011

3. apply scientific methods and ways of thinking, including hypothesis formation, the design and execution of well-controlled experiments, and the analysis and interpretation of experimental results;
4. demonstrate knowledge and perform state-of-the-art laboratory and/or field techniques commonly used in the field of biology;
5. demonstrate an understanding of the ethical and social dimensions of science, as well as the limitations and assumptions of science as practiced in the US and globally; and
6. demonstrate the understanding and skills necessary to work in a diverse world.

Requirements for the B.A. in Biology (45-46 credits)

BIO 1500/1501. Principles of Cell Biology (4)
BIO 2001/2001L. Principles of Genetics (4)
BIO 2500/2501. Principles of Ecology, Evolution, and Biodiversity (4)
CHM 1010/1011. General Chemistry I/Lab (3/1)
CHM 1020/1021. General Chemistry II/Lab (3/1)
MTH 1400. Pre-calculus (4)
BIO 4990. Senior Seminar (2)

Select One Course From the Following List*

BIO 3110/3110L. General Botany (4)
BIO 3120/3120L. Zoology (4)
BIO 3061/3061L. Integrated Human Physiology (4)
BIO 3071/3071L. Human Anatomy and Embryology (4)
BIO 4010/4010L. Animal Physiology (4)
BIO 4050/4050L. Comparative Vertebrate Anatomy (4)

Select Four Upper-Level Elective Courses from the Following List**

BCH 3010. Biochemistry I (3)
Any 3000- or 4000-level biology courses (12-16)

* The course selected from this list cannot be double-counted as an upper-level elective course.

** Two of the courses selected from this list must have a laboratory component.

Requirements for the B.S. in Biology (57-58 credits)

BIO 1500/1501. Principles of Cell Biology (4)
BIO 2001/2001L. Principles of Genetics (4)
BIO 2500/2501. Principles of Ecology, Evolution, and Biodiversity (4)
MTH 1410. Calculus I (4)
STS 2020. Introduction to Statistics (4) or STS 2910 Introduction to Statistical Analysis with SAS Applications (4)

CHM 1010/1011. General Chemistry I/Lab (4)
CHM 1020/1021. General Chemistry II/Lab (4)
CHM 2510/2511. Organic Chemistry I/Lab (4)
CHM 2520-2521. Organic Chemistry II/Lab (4)
BIO 4990. Senior Seminar (2)

Additional courses for the Organismal and Evolutionary Biology Concentration

Select One Course From the Following List*

BIO 3110/3110L. General Botany (4)
BIO 3120/3120L. Zoology (4)
BIO 3061/3061L. Integrated Human Physiology (4)
BIO 3071/3071L. Human Anatomy and Embryology (4)
BIO 4010/4010L. Animal Physiology (4)
BIO 4050/4050L. Comparative Vertebrate Anatomy (4)

Select Four Upper-Level Elective Courses from the Following List**

BIO 3040. Microbiology (4)
BIO 3050. Advanced Genetics (4)
BIO 3061/3061L. Integrated Human Physiology (4)
BIO 3071/3071L. Human Anatomy and Embryology (4)
BIO 3080. Vertebrate natural History (4)
BIO 3110/3110L. General Botany (4)
BIO 3120/3120L. Zoology (4)
BIO 3220. Parasitology (4)
BIO/GBS/ENV 3300. Global Change Ecology (4)
BIO/GBS/ENV 3450. The Hidden Face of Ecuador (4)
BIO 3600. Aquatic Biology (4)
BIO 4010/4010L. Animal Physiology (4)
BIO 4020. Ecological Plant Physiology (4)
BIO 4030. Developmental Biology (4)
BIO 4040. Ecology (4)
BIO 4050/4050L. Comparative Vertebrate Anatomy (4)
BIO 4090. Molecular Biology (4)

* The course selected from this list cannot be double-counted as an upper-level elective course.

** At least two of the courses selected from this list must have a laboratory component, and no more than one cross-listed BIO/GBS course may count toward the major.

Additional courses for the Molecular/Cell and Biotechnology Concentration

Select One Course From the Following List*

BIO 3110/3110L. General Botany (4)
BIO 3120/3120L. Zoology (4)
BIO 3061/3061L. Integrated Human Physiology (4)

BIO 3071/3071L. Human Anatomy and Embryology (4)
 BIO 4010/4010L. Animal Physiology (4)
 BIO 4050/4050L. Comparative Vertebrate Anatomy (4)

Select Four Upper-Level Elective Courses from the Following List**

BIO 3000. Cell Biology (4)
 BIO 3040. Microbiology (4)
 BIO 3050. Advanced Genetics (4)
 BIO 3110/3110L. General Botany (4)
 BIO 3210. Tools for Biotechnology (4)
 BIO 4030. Developmental Biology (4)
 BIO 4060. Immunology (4)
 BIO 4065. Virology (4)
 BIO 4090. Molecular Biology (4)
 BCH 3010. Biochemistry I (3)

* *The course selected from this list cannot be double-counted as an upper-level elective course.*

** *At least two of the courses selected from this list must have a laboratory component, and no more than one cross-listed BIO/GBS course may count toward the major.*

Additional courses for the Health Science Concentration

Select One Course From the Following List*

BIO 3110/3110L. General Botany (4)
 BIO 3120/3120L. Zoology (4)
 BIO 3061/3061L. Integrated Human Physiology (4)
 BIO 3071/3071L. Human Anatomy and Embryology (4)
 BIO 4010/4010L. Animal Physiology (4)
 BIO 4050/4050L. Comparative Vertebrate Anatomy (4)

Select Four Upper-Level Elective Courses from the Following List**

BIO 3000. Cell Biology (4)
 BIO 3030. Vertebrate Histology (4)
 BIO 3040. Microbiology (4)
 BIO 3050. Advanced Genetics (4)
 BIO 3061/3061L. Integrated Human Physiology (4)
 BIO 3071/3071L. Human Anatomy and Embryology (4)
 BIO 3120/3120L. Zoology (4)
 BIO 3220. Parasitology (4)
 BIO/GBS 3350. Emerging Infectious Diseases: A World Perspective (4)
 BIO 4010/4010L. Animal Physiology (4)
 BIO 4030. Developmental Biology (4)
 BIO 4050/4050L. Comparative Vertebrate Anatomy (4)
 BIO 4060. Immunology (4)

BIO 4065. Virology (4)
 BIO 4070. Endocrinology (4)
 BIO 4090. Molecular Biology (4)
 BCH 3010. Biochemistry I (3)

* *The course selected from this list cannot be double-counted as an upper-level elective course.*

** *At least two of the courses selected from this list must have a laboratory component, and no more than one cross-listed BIO/GBS course may count toward the major.*

Requirements for the Minor in Biology (20 credits)

BIO 1500/1501. Principles of Cell Biology (4)
 BIO 2001/2001L. Principles of Genetics (4)
 BIO 2500/2501. Principles of Ecology, Evolution, and Biodiversity (4)

Select One Course From the Following List*

BIO 3110/3110L. General Botany (4)
 BIO 3120/3120L. Zoology (4)
 BIO 3061/3061L. Integrated Human Physiology (4)
 BIO 3071/3071L. Human Anatomy and Embryology (4)
 BIO 4010/4010L. Animal Physiology (4)
 BIO 4050/4050L. Comparative Vertebrate Anatomy (4)

Select One Upper-Level Elective Course**

Any 3000- or 4000-level biology course (4)

* *The course selected from this list cannot be double-counted as an upper-level elective course.*

** *This course must have a laboratory component*

Neuroscience Major

Mission Statement

Within the context of the liberal arts environment, High Point University's Neuroscience Program provides students with interdisciplinary curricular options that range from the generalized to the specialized, and that prepare them for a wide variety of postbaccalaureate goals within their field (e.g., careers in biomedical research; graduate school and professional schools in the health sciences such as pharmacy and medicine). Our professors place special emphasis on science as a process, supported by a conceptual understanding of basic principles in neuroscience. To this end, hands-on, experiential learning opportunities are abundant, both within classrooms and teaching laboratories and through original research. As a result, our curricula foster within students not only the knowledge base, but also the critical thinking, communication and collaboration skills that prepare them for success in their future careers and for leadership roles within society.

Neuroscience Program's Commitment to Students

High Point University's Neuroscience Program is committed to providing students with:

1. courses that utilize best practices in teaching to deliver concepts and theories at the forefront of our field, and to foster scientific and critical thinking;
2. comprehensive academic and career advising;
3. an inclusive academic community that values and models intellectual inquiry, diversity of thought and high standards of professionalism.

Student Learning Outcomes for Neuroscience Majors

Upon completing the Neuroscience Program at High Point University, students will:

1. Demonstrate an understanding of the molecular, cellular, and tissue-level organization of the central and peripheral nervous system;
2. Relate the properties of cells within the nervous system to their functions in organized neural circuits and systems;
3. Demonstrate proficiency in connecting how the activity of cells and circuits leads to higher level functions, such as cognition and behavior;
4. Apply concepts from the various sub-disciplines of neuroscience to generate testable scientific hypotheses and develop research plans to test hypotheses;
5. Critically evaluate and discuss primary literature, including the ethical and social dimensions of neuroscience;
6. Communicate neuroscience concepts and data effectively, both orally and in written form, to the scientific and lay communities of a diverse world.

Requirements for the B.S. in Neuroscience (58 credits)

Students will complete the following 58 credits within the major. Note that completion of MTH 1400 (pre-calculus) or the equivalent is also required.

Note: If students' professional goals lie in a health science field (e.g., pre-medical; pre-dental; pre-physician assistant), they should also attend regular advising sessions with health science advisors for mentoring on coursework required to be considered for admission to these graduate/professional programs, since some of the required courses do not overlap with the courses required for this major.

Foundation Courses (40 credits)

First Year

- BIO 1500/1501. Principles of Cell Biology/Lab (3/1)
 BIO 2001. Principles of Genetics/Lab (3/1)
 CHM 1010/1011. General Chemistry I/Lab (3/1)
 CHM 1020/1021. General Chemistry II/Lab (3/1)
 PSY 2000. Introduction to Psychology (4)

Second Year

- BIO/PHS 3061/3061L. Integrated Human Physiology/Lab (3/1)
 CHM 2510/2011. Organic Chemistry I/Lab (4)
 CHM 2520/2021. Organic Chemistry II/Lab (4)
 NEU 3010. Principles of Cellular Neuroscience (4)
 STS2020. Introduction to Statistics **or** STS 2910. Introduction to Statistical Analysis with SAS Applications **or** PSY 2100. Statistics for Psychology (4)

Upper Level Elective Courses (16 Credits)

Third and Fourth Years

- NEU 3011. Neuroanatomy (4)

Select one 3000- or 4000-level BIO course. This course must have a lab component.

Choose 8 credits from the following list of courses:

- NEU 4200. Neurogenesis. (4)
 NEU 4210. Molecular Neuroscience (4)
 NEU 4290. Current Topics in Neuroscience (4)
 PSY 3520. Sensation & Perception (4)**
 PSY 4610. Drugs & Behavior (4)**
 PSY 4620. Clinical Neuropsychology (4)**

No more than one PSY course from this list can be counted toward the major.

** PSY 2600 is a prerequisite for this course.

Senior Capstone Experience (2 credits)

Fourth Year

- NEU 4250. Journal Club: Advanced Topics in Neuroscience (2)***

****Taught on a rotating basis by biology faculty. This is a capstone course with a flexible topic, dependent upon the expertise and interest of the professor. The course will include both written and oral presentation components, as well as discussion and critical analysis of primary literature.*



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

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

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Course Descriptions

BIO 1100. Biology: A Human Perspective. A study of biological principles, with emphasis on their application to the human organism. This course will introduce the student to the process of scientific inquiry along with cell level processes, continuance of the human species and maintenance of the human body. *Course consists of three lecture and two laboratory hours per week, and is recommended for students who are seeking a single-semester course. Course fee is \$25. Four credits. [N]*

BIO 1120. The Human Body and Exercise. This course is designed to present the physiological and musculoskeletal systems as they relate to the biomechanics of exercise. Skeletal, muscular, pulmonary and cardiovascular system structure and function will be emphasized. *Course consists of three lecture and two laboratory hours per week. Course fee is \$25. Four credits. [N]*

BIO 1399. Introduction to Biological Principles and Literature I: Cellular and Molecular Processes. This course is a study of the general principles of living systems with a focus on chemical, cellular, and metabolic levels of biological organization, emphasizing the role of genetics and evolution. The acquisition of primary literature via electronic data retrieval systems will be emphasized. Students will learn to read and interpret research and review papers, write summaries, and present scientific information orally. *For pre-pharmacy students only; does not count toward the biology major. Three 60-minute lecture periods and one 3-hour laboratory period per week. Course fee is \$25. Three credits. [N]*

BIO 1400. Introduction to Biological Principles and Literature Laboratory. This is an introductory lab course focused on chemical, cellular, and metabolic levels of biological organization, emphasizing the role of genetics and evolution. The acquisition of basic scientific lab skills including data analysis will be emphasized. Students will learn to read and interpret research and review papers, write summaries and present scientific information orally. *For pre-pharmacy students only; does not count toward the biology major. Corequisite: BIO 1399. One 3 hour laboratory period per week. One credit.*

BIO 1500. Principles of Cell Biology. This course is a study of the general principles of living systems with a focus on the chemical, cellular, and metabolic levels of biological organization. The acquisition of primary literature via electronic data retrieval systems will be emphasized. Students will learn to read and interpret research and review papers, write summaries and present scientific information orally. *Corequisite: BIO 1501. Three credits. [N]*

BIO 1501. Principles of Cell Biology Lab. An introductory lab course focused on the chemical, cellular, and metabolic levels of biological organization. The acquisition of basic scientific lab skills including data analysis will be emphasized. Students will learn to perform cell biology techniques, develop and interpret graphical representations of their data, and communicate scientific information in written and oral formats. *Corequisite: BIO 1500. One credit. [N]*

BIO 2001. Principles of Genetics. This course covers all major topics in the field of genetics including transmission genetics, molecular genetics, population genetics, and evolutionary genetics. The application of genetic concepts to the fields of medicine, biotechnology, and agriculture will be emphasized. Students will also learn to read and interpret research and review papers, write summaries and present scientific information orally. *Prerequisite: BIO 1500/1501 with a grade of C- or higher. Corequisite: BIO 2001L. Three credits.*

BIO 2001L. Principles of Genetics Lab. This laboratory covers major techniques and experiments in the field of genetics including transmission genetics, molecular genetics, population genetics, and evolutionary genetics. The acquisition of basic scientific lab skills including data analysis will be emphasized. Students will also learn to read and interpret research and review papers, write summaries and present scientific information orally. *Corequisite: BIO 2001. One credit.*

BIO 2040/2040L. Microbiology for the Health Sciences. This course is designed to serve as an introduction to the basic principles of bacterial physiology, virology, microbial parasitology, infection, pathogenicity, epidemiology, and host immunity. The lab is designed to complement the lecture by providing hands-on exercises that illustrate general concepts associated with microorganisms, primarily bacteria. Students are introduced to the methods of microorganism identification similar to that used in clinical laboratories. The role of microorganisms in pathogenesis of human diseases and the methods of disease treatment are briefly addressed. *Prerequisites: BIO 1399/1400 with a grade of C- or higher; or BIO 1500/1501 and BIO 2001/2001L with grades of C- or higher. Four credits.*

BIO/PHS 2060/2061. Human Physiology/Lab. A study of the physical and chemical mechanisms by which human systems function. The focus of the course is on homeostasis, a dynamic equilibrium regulated locally and by neural and endocrine systems. Some pathologies are covered as a means for appreciating normal function. Students will participate in a number of non-invasive activities. Computer-assisted data acquisition is used for some exercises, including reaction times, muscle function, EKGs, spirometry, and breathing rates. *Course consists of three lecture and two laboratory hours per week. Four credits. [N]*



BIO/ANA 2070/2071. Human Anatomy/Lab. A study of the anatomy of the major systems of the human body. All of the systems and their various parts will be covered. Laboratory will consist of models, interactive electronic programs, and where possible, dissection of a representative animal. *Course consists of three lecture and two laboratory hours per week. Four credits. [N]*



BIO 2500. Principles of Ecology, Evolution, and Biodiversity. This course will introduce students to the general ecological and evolutionary principles which govern life at multiple structural levels (from genes to the global ecosystem). We will explore the history and diversity of life from its origins to the present day, and the methods used to infer evolutionary relationships. The interactions between all living things will be examined at the population, community, and ecosystem levels, and students will gain a new perspective on human's place in the world. *Prerequisites:* BIO 1500 and BIO 2001 with a grade of C- or higher. Four credits.

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

BIO 3000. Cell Biology. A study of the cell: its origins, submicroscopic structure, and functions within the context of evolution and the physical laws of nature. In Service Learning sections of this course, the laboratory component will provide students with opportunities to create and implement inquiry-driven lab modules that can be used to teach core course concepts to the public. *Prerequisite:* BIO 2001/2001L with a grade of C- or higher, or permission of the instructor. Course consists of three lecture and three laboratory hours per week. Four credits. [SL]

BIO/NEU 3010. Principles of Cellular Neuroscience. This is a lecture and lab-based course designed for students to establish the fundamentals of molecular and cellular signaling within the nervous system. Students will also examine neurodevelopment and mechanisms of neurodegenerative diseases. There is an emphasis on the development of strong student writing, revision, and oral presentation skills through research of self-selected Neuroscience. *Prerequisite:* BIO 2001/2001L with a grade of C- or higher. Four credits.

BIO 3011. Neuroanatomy. In this course, students will explore motor and sensory systems in depth, and discuss how these relate to limbic, sub-cortical, and higher-order brain circuitry. Students will perform laboratory dissections of brain specimens and participate in the discussion of primary literature relevant to the lecture and lab materials. Coursework includes coverage of case studies of neurodegenerative diseases and the clinical applications of neuroanatomical study. *Prerequisite:* NEU 3010 with a grade of C- or higher. Four credits.

BIO 3030. Vertebrate Histology. A study of the structure and function of tissues. Specialization of cells for specific functions leads to characteristic cellular structure. Laboratory work consists primarily of microscopic examination of prepared slides. Some laboratories teach students how to fix, section, and stain tissues for microscopic examination. *Prerequisites:* BIO 2001/2001L with a grade of C- or higher, or permission of the instructor. Course consists of three lecture and three laboratory hours per week. Four credits.

BIO 3040. Microbiology. A study of the fundamental principles and techniques of microbiology, with emphasis on morphology, physiological processes, and parasitic implications of microorganisms (bacteria, molds, yeast, and viruses); methods of control; immunology; and applied microbiology. *Prerequisites:* BIO 2500/2501L with a grade of C- or higher; or BIO 2001/2001L and CHM 2520/2521 with a grade of C- or higher. Course consists of three lecture and four laboratory hours per week. Four credits.

BIO 3050. Advanced Genetics. This course provides an in-depth experience building on foundational genetics principles. The course covers genetics from the molecular level of gene expression and control, to inheritance of genes from parents to offspring, to population and quantitative genetics. Special topics will vary by semester depending on

new discoveries in the field. The course emphasizes tools and techniques used in genetics research and clinical applications. The lab is inquiry based, focusing on student design, data collection and analysis, and interpretation of results. *Prerequisite: BIO 2500/2501L with a grade of C- or higher). Four credits.*

BIO 3061. Integrated Human Physiology. Through a cellular, tissue, and whole organismal perspective, this course will provide a firm and rigorous examination into the function of the human body. We will focus on the physical and chemical mechanisms by which the human body maintains homeostatic function or “normal state”. Content will be organized to focus on (1) Homeostasis, (2) Cell to Cell communication, (3) Cell Membrane dynamics, (4) Flow Down Gradients (of ions), (5) Energy Transfer (mostly ATP), and most importantly (6) System to System integration and (7) Evolution. Students will acquire knowledge in systems-based integrated physiology through lectures, case studies, and the engagement of primary literature. *Prerequisites: BIO 2001/2001L with a grade of C- or higher. Four credits.*

BIO 3071. Human Anatomy and Embryology. This course provides an overview of human gross anatomy and embryology. We will use function, evolution, and embryology to understand the complexity of the adult human body. A regional approach is employed in order to understand the three-dimensional relationships of anatomical structures and integration of systems within the human body. This course will also cover fundamental embryology topics such as gastrulation, neurulation, and organogenesis. Lab will consist of in-depth dissection of a representative mammal, an introduction to medical imaging, and examination of comparative embryological specimens. *Prerequisite: BIO 2500/2501L with a grade of C- or higher. Four credits.*

BIO 3080. Vertebrate Natural History. This course is a survey of vertebrate diversity with an emphasis on vertebrate evolution and systematics, functional morphology, life history, ecology, behavior and biogeography. The laboratory portion of the course is field oriented with a focus on the identification, classification and natural history of the regional vertebrate fauna. *Prerequisites: BIO 2500/2501L with a grade of C- or higher, or permission of the instructor. Course consists of three lecture and three laboratory hours per week. Four credits.*

BIO 3110. General Botany. This course is an in-depth study of the biology and of plants and fungi. Evolution, structure, reproduction, physiology, and ecology will be emphasized, as well as the importance of plants and fungi to humans and the biosphere. *Prerequisites: BIO 2500/2501L with a grade of C- or higher. Four credits.*

BIO 3120. Zoology. This course will introduce students to the natural history of invertebrate and vertebrate lineages within the animal kingdom: their classification, evolution, anatomy, physiology, ecology, reproduction/development and behavior. Students will connect with animals from various perspectives including commercial, ecological, medical and cultural. Students will explore the interconnectedness between humans and the rest of the animal world. *Prerequisite: BIO 2500/2501L with a grade of C- or higher. Four credits.*

BIO 3210. Tools for Biotechnology. This course will introduce students to the basic molecular biological concepts and techniques used in the field of biotechnology. Current progress in DNA technology, as well as microbial, plant and animal biotechnology will be discussed. *Prerequisites: BIO 2001/2001L with a grade of C- or higher, or permission of the instructor. Four credits.*

BIO 3220. Parasitology. A study of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host-parasite associations, integrated with examples spanning a broad range of topics including parasite community structure, parasite biogeography, and the evolution of host-parasite systems. *Prerequisites: BIO 2500/2501L with a grade of C- or higher, or permission of the instructor. Course consists of three lecture and three laboratory hours per week. Four credits.*

BIO 3230. Medical Entomology. This course explores pathogen/host/arthropod interactions, characteristics of human disease vectors, and relevant epidemiology. Additional topics covered include the management and control of arthropods of medical and veterinary importance, integrated pest management and related issues in public health. The knowledge and skills attained in this course provide students foundations for graduate/professional training in entomology or human and veterinary medicine. *Prerequisite: BIO 2500/2501L with a C- or higher, or permission from the instructor. Four credits.*

BIO 3250. Health and Ecology Applications of GIS. This course will survey the role of geography in public health, ecology and the environment. Students will become familiar with geographic information systems (GIS), and use those skills to learn how to acquire and prepare data for the analysis of health and environmental problems, map and model disease and wildlife ecologies, and apply basic spatial statistics to research questions. In addition to practical lab experiences that will make them proficient in the use of ArcGIS software, students will read and discuss scientific literature to become exposed to the latest approaches to address public health and environmental issues. *Prerequisite: BIO 2500/2501L with a grade of C- or higher. Four credits.*



BIO/GBS/ENV 3300. Global Change Ecology. This course surveys the anthropogenic causes and consequences of global change ecology, with emphasis on environmental and economic challenges posed to specific ecosystems and human civilizations around the world. Topics covered will include climate change, ocean acidification, ecosystem services, land use changes, and introduction of non-native species to new habitats. Lectures will be coupled with case studies from recent literature to understand how scientists and governments are addressing the challenges posed by current and projected changes in climate and ecosystems. *Prerequisite: BIO 1500/1501 or ENV 1110/1110L.* *Four credits. [GS]*

BIO/GBS 3350. Emerging Infectious Diseases: A World Perspective. This course is designed to provide the student with a strong foundation in the social, environmental, economic, and biological aspects of infectious disease (e.g. AIDS, malaria, SARS, Yellow Fever, Rabies). Students will develop a deeper understanding of the impact that infectious diseases have on the global community. *Prerequisite: BIO 1100/1100L, BIO 1399/1400, or BIO 1500/1501. BIO/GBS 3350 may be taken for biology credit in the major or minor.* *Four credits. [GS]*

BIO/GBS/ENV 3450. The Hidden Face of Ecuador. This course combines the study of the biodiversity of various ecosystems in Ecuador with Ecuadorian culture. The extensive travel component will allow the students to gain valuable hands-on experiences in several different ecosystems, including highland rainforests, the Amazon rainforest, the coastal plains of the Pacific Ocean and the Galapagos Islands. *Prerequisite: Any BIO/ENV course. This course is taught in the Spring, with travel to Ecuador in the May term. BIO/GBS/ENV 3450 may be taken for Biology credit for the major or minor.* *Four credits. [GS, SA]*

BIO 3460. From Lab to Plate: Agriculture and Public Health of the Philippines. This course covers agriculture, public health, and biodiversity in the Philippines. Lectures will be coupled with discussions to examine the diversity of agricultural practices, spanning traditional methods to modern crop science. Lectures and site visits will highlight the public health challenges of developing nations. Students will experience and analyze the role of conservation in maintaining biodiversity in various ecosystems. *Prerequisite: BIO 1100/1100L, BIO 1399/1400, or BIO 1500/1501. This course is taught in the Spring, with travel to the Philippines during the May term. BIO 3460 may be taken for Biology credit for the major or minor.* *Four credits. [SA]*

BIO/ENV 3470. Life Across Space and Time: Global Biodiversity and Conservation. This course explores the patterns and causes of variation in global biodiversity and ecosystem distribution. Topics include biodiversity,

speciation and extinction, history of the Earth, paleontology, and conservation's role in maintaining biodiversity. Students will travel to diverse global biomes to investigate the ecological patterns, historical processes, and human conservation efforts affecting those bioregions. *Prerequisites: BIO 2500 or ENV 1120. Four credits.*

BIO/WGS 3500. Biology of Women. This course will examine the physiology of the adult female body and will address health issues that are unique to or different in women. Emphasis will be placed on the effects of female sex hormones on multiple processes (reproductive, nervous, endocrine, and cardiovascular) in the body. *Prerequisite: BIO 2001/2001L with a grade of C- or higher. Four credits.*

BIO/ENV 3600. Aquatic Biology. This course examines the classification, structure, and function of inland aquatic ecosystems. Topics will include energy flow, nutrient cycling, ecosystem functioning, and human effects on aquatic resources. *Prerequisite: BIO 1500 or ENV 1110. Four credits.*

BIO 4010. Animal Physiology. A study of the physiological activities of animals. The systems and homeostasis are stressed. *Prerequisite: BIO 2001/2001L with a grade of C- or higher, or permission of the instructor. Course consists of three lecture and three laboratory hours per week. Four credits.*

BIO 4020. Ecological Plant Physiology. A study of the morphology and physiology of vascular plants within the context of homeostasis. The significance of physiology and relationship to the environment is emphasized. *Prerequisite: BIO 2500/2501L with a grade of C- or higher, or permission of the instructor. Course consists of three lecture and three laboratory hours per week. Four credits.*

BIO 4030. Developmental Biology. A study of the development of embryos including fertilization, gastrulation, and organogenesis that occur prior to hatching or birth. The course focuses on understanding genes that control development. Changes that occur during maturation, regeneration and aging are also considered. Labs focus on experimental embryology of fish, frogs, chicks, and sea urchins. *Prerequisite: BIO 2001/2001L with a grade of C- or higher, or permission of the instructor. Course consists of three lecture and three laboratory hours per week. Four credits.*

BIO 4040. Ecology. A study of the fundamental principles and techniques of ecology, with emphasis on interactions within ecosystems as well as challenging ecological issues. *Prerequisite: BIO 2500/2501L with a grade of C- or higher, or permission of the instructor. Course consists of three lecture and three laboratory hours per week. Four credits.*

BIO 4050. Comparative Vertebrate Anatomy. The course includes a comparative study of the anatomy of vertebrates (fishes, amphibians, reptiles, birds and mammals) with an emphasis on the function, adaptive significance, evolutionary history, and phylogenetic implications of body structures. The lab is a survey of the anatomy of representative vertebrates with an in-depth, dissection based study of mammalian anatomy. *Prerequisite: BIO 2500/2501L with a grade of C- or higher, or permission of the instructor. Course consists of three lecture and three laboratory hours per week. Four credits.*

BIO 4060. Immunology. A study of the basic concepts and principles, contemporary issues, and current research in the field of immunology, along with discussions regarding vaccine development, autoimmune diseases, transplant immunology and modern immunological diagnostic tools. *Prerequisite: BIO 2001/2001L with a grade of C- or higher, or permission of the instructor. Four credits.*



The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

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BIO 4065. Virology. This course will emphasize the common strategies used by all viruses for successful reproduction within a host cell, survival, and spread with a host population. The molecular basis of alternative reproductive cycles, the interactions of viruses with host organisms, and how these ultimately lead to disease will be presented using examples of representative animal and human viruses. Selected bacterial viruses will also be discussed throughout the semester. *Prerequisites:* BIO 2001/2001L with a grade of C- or higher, or permission of the instructor. *Four credits.*

BIO 4070. Endocrinology. This course examines the major endocrine organs of the body and the processes that are controlled and integrated by hormones. Clinical examples of endocrine diseases (e.g., diabetes, Graves disease) will be explored for the insight they provide regarding endocrine physiology). *Prerequisites:* BIO 2001/2001L with a grade of C- or higher, or permission of the instructor. *Four credits.*

BIO 4090. Molecular Biology. An advanced consideration of the structure, function, and manipulation of nucleic acids. Topics covered will include DNA, RNA, protein structure and synthesis, the genetic code, gene regulation, oncogenes, regulation of the cell cycle, and gene cloning. *Prerequisites:* BIO 2001/2001L with a grade of C- or higher, or permission of the instructor. *Course consists of three lecture and three laboratory hours per week. Four credits.*

BIO 4111-4117. Undergraduate Research. Biology majors may complete a research project under the supervision of a faculty member in the department. Students will write of their research in the form of a scientific paper and are encouraged to present their findings at a regional or national conference. *Prerequisite:* Permission of the department chair. *One to three credits.*

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

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

BIO/ANA/EXS 4900. Advanced Human Anatomy. The advanced anatomy elective course is designed to pair lecture-based learning with a human dissection-based lab experience to enable students to explore structure and function in greater depth than is allowed by the introductory level course. This in-depth course covers the structure of the human body from an applied anatomical perspective. As a result, it will prepare the student for graduate level gross

cadaver anatomy course work by emphasizing proper cadaver dissection technique and by applying critical thinking skills to anatomical studies. *Prerequisites:* ANA/ BIO 2070/2071. *Four credits.*

BIO 4990. Senior Seminar. The student will review primary literature in a biological area of interest. In consultation with a faculty mentor, the student will present their findings in the writing of a review paper and an oral presentation of their research to a group of peers and faculty. *Prerequisites:* Senior status and BIO 2500/2501 with a grade of C- or higher. *Two credits.*

ENV 1110. Environmental Science. A study of our relationships with the natural world. Fundamental concepts of ecology, awareness of environmental issues, and the need for a sustainable biosphere will be emphasized. *Course consists of three lecture and two laboratory hours per week, and is recommended for students who are seeking a single-semester course. Course fee is \$25. Four credits. [N]*

ENV 1120. Issues in Environmental Science. This course examines problems associated with the interaction of humans with their environment. Issues concerning resource use and management such as food production, deforestation, fisheries management, soil erosion, water issues, biodiversity loss, and impacts of global climate change will be evaluated. Case studies illustrating specific problems and potential solutions will also be examined. *Prerequisites:* ENV 1110 and Minor in Environmental Studies, or permission of the instructor. *Course consists of two 1 hour lectures and one 2 hour lab per week. Four credits.*

NEU 4200. Neurogenesis. This course is a study of the biological mechanisms and therapeutic implications of the mammalian phenomenon known as adult neurogenesis—the birth of new and functional neurons in the adult central nervous system. Reading material will include the latest scientific review papers that present up-to-date summaries of the literature surrounding the major avenues of therapeutic application. *Prerequisites:* Completion of BIO 1500, BIO/NEU 3010, and PSY 2000, with a grade of C- or higher in each course. *Four credits.*

NEU 4210. Molecular Neuroscience. This course focuses on the molecular mechanisms that regulate our nervous system. Discussion of the primary literature constitutes a significant portion of the course, and thus many experimental techniques in the field of neuroscience will be addressed in both lecture and lab. *Prerequisites:* Completion of BIO 1500, BIO/NEU 3010, and PSY 2000, with a grade of C- or higher in each course. *Four credits.*



NEU 4250. Journal Club. Advanced Topics in Neuroscience. This seminar-style course will explore current topics in the field of neuroscience. Students will conduct an in-depth survey of the primary literature in the field of neuroscience, present analyses of primary scientific articles, and facilitate discussion of the topic among those participating in the journal club. Specific topics may change yearly, dependent upon the expertise and interest of the professor. *Prerequisites: Completion of BIO 1500, BIO/NEU 3010, and PSY 2000, with a grade of C- or higher in each course. Two credits.*

NSC 2100. Physical Science for Education. An inquiry-based study of the basic concepts of physical sciences, including properties of matter, motion and forces, and electricity

and magnetism. Laboratory work emphasizes the application of the scientific method to understanding physical reality. *This course is restricted to education majors and consists of 6 hours of integrated lecture and lab per week. Course is offered in both the fall and spring. Four credits. [N]*

NSC 2200. Earth Science for Education. An introduction to fundamental processes of Earth. Topics include the theory of plate tectonics, rocks and minerals, formation of the continents, mountains and oceans, the atmosphere and pollution, natural resources, and basic astronomy. *This course is restricted to education majors and consists of 3 hours of lecture and 2 hours of laboratory per week. Four credits. [N]*

Department of Chemistry

Dr. Brian Augustine, *Chair*; Dr. Meghan Blackledge; Ms. Ann Marie Brasacchio; Dr. Angela Broadnax; Dr. Keir Fogarty; Dr. Chris Fowler; Dr. Todd Knippenberg; Dr. Pamela Lundin; Dr. Elizabeth McCorquodale; Dr. Heather Miller; Dr. Andrew Wommack.

Programs of Study

- Chemistry Major (B.A. and B.S.)
- Biochemistry Major (B.S.)
- Chemistry Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Chemistry, students must complete the following:

B.A. in Chemistry

Major Requirements	49 credits
University Core Requirements	50 credits
Electives	29 credits
TOTAL	128 credits

B.S. in Chemistry

Major Requirements	68 credits
University Core Requirements	50 credits
Electives	10 credits
TOTAL	128 credits

B.S. in Biochemistry

Major Requirements	67 credits
University Core Requirements	50 credits
Electives	11 credits
TOTAL	128 credits

Chemistry Major

Student Learning Outcomes

Upon completing the Chemistry Program at High Point University, students will:

1. have a broad-based knowledge of the field of chemistry.
2. be able to communicate an independent research project as a poster, an oral presentation, and in a paper.
3. be able to identify research questions, review relevant literature, and develop a research plan.

Requirements for the B.A. in Chemistry (49 credits)

This degree will prepare students for chemical industry employment and for professional training in medicine, dentistry, pharmacy, optometry, and other allied-health fields. (See Pre-Professional Programs in the Academic Program section of this Bulletin.)

- CHM 1010. General Chemistry I (3) **or** CHM 1510. General Chemistry I, Majors (3)
- CHM 1011. General Chemistry I, Laboratory (1) **or** CHM 1511. General Chemistry I Laboratory, Majors (1)
- CHM 1020. General Chemistry II (3) **or** CHM 1520. General Chemistry II, Majors (3)
- CHM 1021. General Chemistry II Laboratory (1) **or** CHM 1521. General Chemistry II Laboratory, Majors (1)
- CHM 2510. Organic Chemistry I (3)
- CHM 2511. Organic Chemistry I Laboratory, Majors (1)
- CHM 2520. Organic Chemistry II (3)
- CHM 2521. Organic Chemistry II Laboratory, Majors (1)
- CHM/BCH 2990. Research & Writing in Chemistry/Biochemistry (3)
- CHM 3030. Quantitative Analysis (4)
- CHM 3060. Instrumental Analysis (4)
- MTH 1410. Calculus I (4)
- MTH 1420. Calculus II (4)
- PHY 1510. General Physics I (3)
- PHY 1511. General Physics I Laboratory (1)
- PHY 1520. General Physics II (3)
- PHY 1521. General Physics II Laboratory (1)

Two 3-credit chemistry electives at the 3000-level or higher (6)*

*CHM 4500 will not fulfill this requirement.

Requirements for the B.S. in Chemistry (68 credits)

This degree, which will qualify students to attend graduate school in Chemistry and related fields, also prepares candidates in greater depth for a range of opportunities in industrial employment, professional schools, and the allied health professions. (See Pre-Professional Programs).

- CHM 1010. General Chemistry I (3) **or** CHM 1510. General Chemistry I, Majors (3)
- CHM 1011. General Chemistry I, Laboratory (1) **or** CHM 1511. General Chemistry I Laboratory, Majors (1)
- CHM 1020. General Chemistry II (3) **or** CHM 1520. General Chemistry II, Majors (3)
- CHM 1021. General Chemistry II Laboratory (1) **or** CHM 1521. General Chemistry II Laboratory, Majors (1)
- CHM 2510. Organic Chemistry I (3)
- CHM 2511. Organic Chemistry I Laboratory, Majors (1)
- CHM 2520. Organic Chemistry II (3)
- CHM 2521. Organic Chemistry II Laboratory, Majors (1)
- CHM/BCH 2990. Research & Writing in Chemistry/
Biochemistry (3)
- CHM 3030. Quantitative Analysis (4)
- CHM 3060. Instrumental Analysis (4)
- CHM 3110. Inorganic Chemistry (3)
- CHM 311X. Advanced Topics Laboratory (4)
- BCH 3220. Biochemistry I (3) **or** BCH 3510. Biochemistry I, Majors (3)
- CHM 4010. Elements of Physical Chemistry (3)
- CHM 4011. Laboratory in Physical Chemistry (1)
- CHM 4020. Advanced Topics in Physical Chemistry (3)
- CHM 4990. Seminar in Chemistry and Biochemistry (1)
- MTH 1410. Calculus I (4)
- MTH 1420. Calculus II (4)
- PHY 2010. Fundamentals of Physics I (4)
- PHY 2020. Fundamentals of Physics II (4)

Choose one course from the following:

- MTH 2410. Calculus III (4)
- CSC 1610. Introduction to Programming for Data Analytics (4)
- STS 2910. Introduction to Statistical Analysis with SAS
Application (4)
- PHY 3500. Biological Physics (4)
- PHY 2100. Electronics. (4)

One 3-credit chemistry elective at the 3000-level or higher (3)*

**CHM 4500 will not fulfill this requirement.*

Requirements for the Minor in Chemistry (23 credits)

- CHM 1010. General Chemistry I (3) **or** CHM 1510. General Chemistry I, Majors (3)
- CHM 1011. General Chemistry I, Laboratory (1) **or** CHM 1511. General Chemistry I Laboratory, Majors (1)
- CHM 1020. General Chemistry II (3) **or** CHM 1520. General Chemistry II, Majors (3)
- CHM 1021. General Chemistry II Laboratory (1) **or** CHM 1521. General Chemistry II Laboratory, Majors (1)
- CHM 2510. Organic Chemistry I (3)
- CHM 2011. Organic Chemistry I Laboratory (1) **or** CHM 2511. Organic Chemistry I Laboratory, Majors (1)
- CHM 2520. Organic Chemistry II (3)
- CHM 2021. Organic Chemistry II Laboratory (1) **or** CHM 2521. Organic Chemistry II Laboratory, Majors (1)
- CHM 3030. Quantitative Analysis (4)
- One 3-credit chemistry elective at the 3000-level or higher (3)*

**Neither BCH 3010 nor CHM 4500 will fulfill this requirement.*

Biochemistry Major**Student Learning Outcomes**

Upon completing the Biochemistry Program at High Point University, students will:

1. have a broad-based knowledge of the field of biochemistry.
2. be able to communicate an independent research project as a poster, an oral presentation, and in a paper.
3. be able to identify research questions, review relevant literature, and develop a research plan.

Requirements for the B.S. in Biochemistry (67 credits)

This degree, which will qualify students to attend graduate school in Biochemistry and related disciplines, prepares students for a range of opportunities in industrial employment, professional schools, and the allied health professions.

- CHM 1010. General Chemistry I (3) **or** CHM 1510. General Chemistry I, Majors (3)
- CHM 1011. General Chemistry I, Laboratory (1) **or** CHM 1511. General Chemistry I Laboratory, Majors (1)
- CHM 1020. General Chemistry II (3) **or** CHM 1520. General Chemistry II, Majors (3)
- CHM 1021. General Chemistry II Laboratory (1) **or** CHM 1521. General Chemistry II Laboratory, Majors (1)

CHM 2510. Organic Chemistry I (3)
CHM 2511. Organic Chemistry I Laboratory, Majors (1)
CHM 2520. Organic Chemistry II (3)
CHM 2521. Organic Chemistry II Laboratory, Majors (1)
CHM/BCH 2990. Research & Writing in Chemistry/
Biochemistry (3)
CHM 3030. Quantitative Analysis (4)
BCH 3510. Biochemistry I, Majors (3)
BCH 3511. Biochemistry Laboratory (1)
BCH 3520. Biochemistry II, Majors (3)
CHM 4010. Elements of Physical Chemistry (3)
CHM 4011. Laboratory in Physical Chemistry (1) CHM
4990. Seminar in Chemistry and Biochemistry (1) CHM
311X. Advanced Topics Laboratory (4)
CHM/BCH 3881/4881. Special Topics in Chemistry or
Biochemistry (4)
BIO 1500. Principles of Cell Biology (4)
BIO 2001. Principles of Genetics (4)
MTH 1410. Calculus I (4)
MTH 1420. Calculus II (4)
PHY 2010. Fundamentals of Physics I (4)
PHY 2020. Fundamentals of Physics II (4)

Department Honors

An undergraduate student that has declared Chemistry or Biochemistry as a major may receive Departmental Honors if he or she meets the following minimum requirements, in agreement with qualifications listed on page 62 Undergraduate Bulletin and consistent with the expectations of the High Point University Honors Scholars Program:

- Register and complete 3 consecutive semesters of undergraduate research (CHM 4550) with the same faculty member in the Department of Chemistry;
- Participation in the Summer Undergraduate Research Program in the Sciences (SuRPs) qualifies as 1 semester;
- Participation in a Research Experiences for Undergraduates, or other similar summer undergraduate research program in Chemistry or a related discipline at an off-campus qualifies as 1 semester;
- Participate in research for a minimum of 3 hours per week, in addition to 0.5 hours of face-to-face time with his/her mentor per week;
- Be actively involved in each step of the process, from literature searches, to experimental design, to data collection, to dissemination;
- Present his/her work at least one off-campus meeting appropriate for the discipline;
- Formally apply for Departmental Honors during the junior year or by the start of the Fall Semester of senior year;
- Have at least a 3.50 cumulative grade point average both in the major and overall at the time of entry into the program and maintain this minimum average;
- Register for the honors section of Senior Seminar (CHM 4990);
- Present his or her own research for Senior Seminar, instead of a literature review;
- Write an honors thesis on his or her research in accordance with university honors policy, to be evaluated by a department committee and research mentor;
- Achieve a department-determined satisfactory score on the American Chemical Society exam component of Senior Seminar, in accordance with passing a written comprehensive examination;
- Achieve a department-determined satisfactory score on the oral presentation component of Senior Seminar, in accordance with passing an oral examination;
- Register as a mentee with the Undergraduate Research and Creative Works Office, as well as register any presentations or publications.



Course Descriptions

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

BCH/CHM 2990. Research and Writing in Biochemistry/Chemistry. An overview of research methods and scientific writing in the area of biological chemistry that emphasizes critical review of scientific literature, formulation of research problems, design of experiments, collection and recording of experimental data, and presentation of results. *Pre- or co-requisite: CHM 2520. Three credits.*

BCH 3010. Biochemistry I. A one-semester survey course in biochemical study. An overview of the chemical and physical properties of proteins, nucleic acids, carbohydrates, and lipids. An introduction to bioenergetics and carbohydrate metabolism. *Prerequisite: CHM 2520 with a grade of C- or higher. Three credits.*

BCH 3511. Biochemistry Laboratory. Introduction to basic laboratory studies in biochemistry, including protein purification, isolation and characterization of biological molecules, enzyme kinetics studies, chromatography and electrophoresis of biological macromolecules, and methods of quantitative analysis. *Pre- or corequisite: CHM 3220. Course consists of three laboratory hours per week and is offered in the spring. One credit.*

BCH 3510. Biochemistry I, Majors. An in-depth study of the chemical and physical properties of proteins, nucleic acids, carbohydrates, and lipids. This is the first course of a two course sequence for Biochemistry majors and Chemistry majors who intend to continue into BCH 3520. *Prerequisite: CHM-2520. Three credits.*

BCH 3520. Biochemistry II, Majors. A study of the chemical and physical properties of proteins, nucleic acids, carbohydrates, and lipids. An introduction to membrane channels and pumps, the pentose phosphate pathway and the Calvin cycle, photosynthesis, glycogen metabolism, fatty acid metabolism, protein turnover: amino acid degradation and the urea cycle, biosynthesis of amino acids, biosynthesis of nucleotides, biosynthesis of lipids and related molecules, DNA replication and repair, RNA synthesis and splicing, protein synthesis, and integration of metabolism. *Prerequisite: CHM 3220 with a grade of C- or higher. Three credits.*

BCH 4150. Biophysical Chemistry. A study of the physical chemistry of biological macromolecules (proteins, DNA, lipids, and carbohydrates), with emphasis on

thermodynamics of molecular structure and function, physical and spectroscopic assessment of conformational changes of macromolecules, kinetics and equilibrium in biochemical systems, and statistical thermodynamics of molecular ensembles. *Prerequisites: BCH 3510, MTH 1420, and PHY 2020. Course consists of three lecture hours per week and is offered in the fall. Four credits.*

BCH 4160. Physical and Analytical Biochemistry Laboratory. Laboratory studies of the physical and analytical chemistry of biological macromolecules, including calorimetry; biochemical assay development for the detection of biological target compounds; advanced biomolecular separation and characterization techniques; spectroscopic studies of proteins, DNA, and lipids; and advanced studies of enzyme kinetics and equilibrium processes. *Pre- or corequisite: BCH 4150. Course consists of three laboratory hours per week and is offered in the fall. Two credits.*

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

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

CHM 1000. An Introduction to the Molecular World. A study of the basic concepts of chemistry and their relationship to the everyday experiences of humankind. Laboratory exercises emphasize the demonstration of chemical principles and the properties of materials encountered in everyday life. *Course consists of 3 class hours and 1–3 laboratory hours per week. This course is recommended for the non-science major who seeks a single semester course. Four credits.*

CHM 1008. Problem Solving in General Chemistry. This course is designed to promote mastery of fundamental chemical concepts necessary to succeed in General Chemistry I (CHM 1010), General Chemistry II (CHM 1020) and beyond if required. This course will begin at the beginning; we assume no previous knowledge of chemistry. A basic understanding of some high school science principles and familiarity with high school algebra is, however, assumed. There will be a laboratory component designed to support the concepts developed in the lecture that teaches practical applications of the lecture materials. *Prerequisites: Freshman or sophomore standing and approval by the Department of Mathematics to enroll in MTH 1410. Four credits.*



CHM 1010. General Chemistry I. Matter is examined by a study of the atom, compounds, chemical nomenclature, formulas, the periodic table, and chemical reactions. Other topics include the gas Laws, Lewis structures, and thermochemistry. *Corequisite: CHM 1011. Course is offered in the fall. Three credits. [N]*

CHM 1011. General Chemistry I Laboratory. This course consists of a series of laboratories which reinforce the concepts being studied in CHM 1010. In addition to learning problem solving and critical thinking skills, students will be introduced to laboratory safety and gain hands-on experience using a variety of laboratory equipment and techniques. *Corequisite: CHM 1010. Course is offered in the fall. One credit. [N]*

CHM 1020. General Chemistry II. Matter is examined by a study of the atom, compounds, chemical nomenclature, formulas, the periodic table, and chemical reactions. Other topics include kinetics, chemical equilibria, acids and bases, coordination chemistry, chemical thermodynamics, electrochemistry, nuclear chemistry, and organic chemistry. *Prerequisite: CHM 1010 with a grade of C- or higher. Course is offered in the spring. Three credits.*

CHM 1021. General Chemistry II Laboratory. This course consists of a series of laboratories which reinforce the concepts being studied in CHM 1020. In addition to learning problem solving and critical thinking skills, students

will be introduced to laboratory safety and gain hands-on experience using a variety of laboratory equipment and techniques. *Prerequisite: CHM 1011 with a grade of C- or higher. Corequisite: CHM 1020. Course is offered in the spring. One credit.*

CHM 1510. General Chemistry I, Majors. Matter is examined by a study of the atom, compounds, chemical nomenclature, formulas, the periodic table, and chemical reactions. Other topics include the Gas Laws, Lewis structures, and thermochemistry. *Three credits. [N]*

CHM 1511. General Chemistry I Laboratory, Majors. This course consists of a series of laboratories which reinforce the concepts being studied in CHM 1510. In addition to learning problem solving and critical thinking skills, students will be introduced to laboratory safety and gain hands-on experience using a variety of laboratory equipment and techniques. *Corequisite: CHM 1510. One credit. [N]*

CHM 1520. General Chemistry II, Majors. Matter is examined by a study of the atom, compounds, chemical nomenclature, formulas, the periodic table, and chemical reactions. Other topics include kinetics, chemical equilibria, acids and bases, coordination chemistry, chemical thermodynamics, electrochemistry, nuclear chemistry, and organic chemistry. *Prerequisite: CHM 1010 or CHM 1510 with a grade of C- or higher. Course is offered in the spring. Three credits.*

CHM 1521. General Chemistry II Laboratory, Majors.

This course consists of a series of laboratories which reinforce the concepts being studied in CHM 1520. In addition to learning problem solving and critical thinking skills, students will be introduced to laboratory safety and gain hands-on experience using a variety of laboratory equipment and techniques. *Prerequisite: CHM 1011 or CHM 1511 with a grade of C- or higher. Corequisite: CHM 1520. One credit.*

CHM 1616. Forensic Chemistry. This course uses the field of forensic chemistry to illustrate chemical concepts. We will introduce the fundamental principles of chemistry that require conceptual and mathematical problem solving skills. *Course consists of two class hours and two laboratory hours per week, and is recommended for the non-science major who seeks a single semester course. Four credits. [N]*

CHM 2011. Organic Chemistry I Laboratory.

Laboratory work includes characterization, extraction, chromatography and distillation of organic compounds, preparation of typical compounds, a study of their reactions, and the qualitative identification of unknown substances. Microscale procedures will be used for the majority of the exercises. Instrumental analytical procedures are included. *Prerequisites: CHM 1020 and CHM 1021; pre-or corequisite: CHM 2510. Course consists of three laboratory hours per week and is offered Fall. One credit.*

CHM 2021. Organic Chemistry II Laboratory.

Laboratory work includes extraction chromatography and distillation of organic compounds, preparation and characterization of typical compounds by chromatographic and spectroscopic techniques. Microscale procedures will be used for most of the exercises. *Prerequisites: CHM 2011 and CHM 2510; pre-or corequisite: 2520. Course consists of three laboratory hours per week and is offered in the spring. One credit.*

CHM 2510. Organic Chemistry I. A comprehensive study of organic compounds stressing electronic valence theory. Bonding, nomenclature, acidity and nomenclature are covered. Reaction mechanisms, nucleophilic substitution mechanisms, alkene and alkyne chemistry, infrared spectroscopy. *Prerequisite: CHM 1020 or 1520 with a grade of C- or higher. Three credits.*

CHM 2511. Organic Chemistry I Laboratory, Majors.

Introduction to unit laboratory processes for synthesis, purification and characterization organic molecules. Both micro-and macro-synthetic procedures will be utilized. Purifications will utilize separations by extraction,

distillation and/or chromatography at the synthesis scale. Inert atmosphere, steam volatilization and low pressure distillations techniques will be used. Both high pressure liquid chromatography and gas chromatography will be used. Characterization will be by determination of physical properties such as melting and boiling ranges, refractive index, optical activity and spectroscopic characterization especially infrared, C13 and H1 nuclear magnetic resonance and mass spectroscopy. The laboratory notebook and safety in the chemistry laboratory will be emphasized. There will be a weekly recitation period required. *Prerequisite: CHM 1021 or CHM 1521. Corequisite: CHM 2510. Course consists of four laboratory hours per week and is offered in the fall. One credit.*

CHM 2520. Organic Chemistry II. A comprehensive study of organic compounds stressing electronic valence theory. Nuclear magnetic resonance, the synthesis and reactions of alcohols and ethers, nucleophilic substitution and addition at the carbonyl group, electrophilic aromatic substitution, the synthesis and reactions of amines, and pericyclic reactions. *Prerequisite: CHM 2510 with a grade of C- or higher. Three credits.*





CHM 2521. Organic Chemistry II Laboratory, Majors.

An introductory course in research methods for the chemical sciences that emphasizes selection of a research problem, the chemical literature, design of experiments, analysis of data, and presentation of results. There will be a weekly recitation period required. *Prerequisites:* CHM 2510 and CHM 2511. *Corequisite:* CHM 2520. *Course consists of four laboratory hours per week and is offered in the spring. One credit.*

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

CHM/BCH 2990. Research & Writing in Chemistry/Biochemistry.

An overview of research methods and scientific writing that emphasizes critical review of scientific literature, formulation of research problems, design of experiments, collection and recording of experimental data, and presentation of results. *Pre- or corequisite:* CHM 2520. *Course consists of three lecture hours per week and is offered in the spring. Three credits.*

CHM 3030. Quantitative Analysis. The theory and technique of chemical separations, volumetric, gravimetric, and colorimetric methods. *Prerequisites:* CHM 1520 and 1521. *Course consists of two class hours and six laboratory hours per week, and is offered in the fall. Four credits.*

CHM 3060. Instrumental Analysis. The theory and practice of spectroscopic, electroanalytical, and chromatographic instrumental analytical techniques. *Prerequisites:* MTH 1410, CHM 2520, and CHM 3030. *Course consists of three class hours and six laboratory hours per week, and is offered in the spring. Four credits.*

CHM 3110. Inorganic Chemistry. A study of the systematic chemistry of the elements. Emphasis is placed on electronic structure and bonding. Other topics covered may include high-temperature superconductors, transition metal carbonyls, organometallic compounds, nitrogen fixation, and metal-containing molecules of biological importance. *Prerequisite:* CHM 2520 and CHM 2521. *Course is offered in the fall. Three credits.*

CHM 3111. Advanced Topics Laboratory: Materials and Nanosystems. This course is a combined lecture/laboratory course that will provide fundamental concepts related to current experimental techniques in nanoscience and performing nano-related experiments in the laboratory. The goal of this interdisciplinary course is to allow students to plan and conduct original research on a topic of their choosing. Multiple faculty members will assist students in this course throughout the semester by lecturing on specific topics and instrumentation that can assist students in performing this research. Topics will include top-down and bottom-up engineering, nanoscale synthesis and materials characterization including spectroscopy and microscopy. As a four-credit course, a typical week in class will consist of one to two lectures and then lab time to implement techniques discussed in lecture. *Course is offered in the fall semester. Four credits.*

CHM 3112. Advanced Topics Laboratory: Bioanalytical Methods. This course is a combined lecture/laboratory course that will cover fundamental concepts related to current experimental techniques in bioanalytical chemistry and performing bioanalytical experiments in the laboratory. The theme for the course is drug-discovery. The goal of this interdisciplinary course is to allow students to plan and conduct original research on a topic of their choosing. Multiple faculty members will assist students in this course throughout the semester by lecturing on specific topics and instrumentation that can assist students in performing this research. As a four-credit course, a typical week in class will consist of one to two lectures and then lab time to implement techniques discussed in lecture. *Course is offered in the fall semester of even years. Four credits.*

CHM 4010. Elements of Physical Chemistry. A study of the theoretical aspects of chemistry, with emphasis on chemical thermodynamics, electrochemistry, and chemical kinetics. *Prerequisites: MTH 1420, CHM 1020, and PHY 1520 or PHY 2020. Course is offered in the fall. Three credits.*

CHM 4011. Laboratory in Physical Chemistry. The determination of physical properties and thermodynamic properties of matter and kinetic studies. *Prerequisite: CHM 4010. Course consists of three laboratory hours per week. One credit.*

CHM 4020. Advanced Topics in Physical Chemistry. A study of quantum chemistry, chemical dynamics, statistical thermodynamics, and molecular structure. *Prerequisites: CHM 4010. Course is offered in the spring. Three credits.*

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

CHM 4500. Research in Chemistry and Biochemistry. A study of a basic research problem to be determined in consultation with the chemistry faculty. A formal research proposal is required. Work on the problem may extend over more than one semester and will culminate in a formal research presentation and paper. *May be repeated. One to three credits per semester.*

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

CHM 4990. Senior Seminar in Chemistry and Biochemistry. A thorough introduction to the chemical literature. A literature review paper will be written and presented. This course must be taken by students taking the B.S. in Chemistry and the B.S. in Biochemistry. *Prerequisite: senior standing in chemistry or biochemistry. Course is offered in the fall and spring. One credit.*



Department of Physics

Dr. Aaron Titus, *Chair*; Dr. Brad Barlow; Dr. Briana Fiser; Ms. Khalida Hendricks; Mr. Jeffrey Register.

Programs of Study

- Physics Major (B.A. and B.S.)
- Physics Minor

Degree Requirements

To graduate from High Point University with a degree from the Department of Physics, students must complete one of the following:

B.A. in Physics

Major Requirements.....	48 credits
University Core Requirements	50 credits
Electives.....	30 credits
TOTAL.....	128 credits

B.S. in Physics

Major Requirements.....	62 credits
University Core Requirements	50 credits
Electives.....	16 credits
TOTAL.....	128 credits

Physics Major

Student Learning Outcomes

Your principal objective as a scientist is to seek answers to interesting questions. Your principal objective as a student is to learn the tools required for inquiry— problem solving, fundamental physics, experimental methods, computational modeling, mathematics, and communication. Through classes, laboratory experiences, and undergraduate research, you will develop a scientific skill set with expertise in a wide variety of areas.

Upon completing the Physics Program at High Point University, students will understand how to:

1. design experiments and analyze data.
2. solve problems and reason analytically.
3. work with electronics and instrumentation.
4. model physical systems computationally.
5. prepare scientific articles and research proposals.
6. present research orally and through poster presentations.
7. answer fundamental questions in theoretical physics related to classical mechanics, quantum mechanics, electricity and magnetism, and statistical mechanics/thermodynamics.



Requirements for the B.A. in Physics (48 credits)Core Physics Requirements (12 credits)

PHY 2010. Fundamentals of Physics I (4)
 PHY 2020. Fundamentals of Physics II (4)
 PHY 2030. Modern Physics (4)

Core Mathematics Requirements (20 credits)

Complete all courses falling in either the Pure Mathematics or the Applied Mathematics track:

Pure Mathematics*

MTH 1410. Calculus I (4)
 MTH 1420. Calculus II (4)
 MTH 2310. Linear Algebra (4)
 MTH 2410. Calculus III (4)
 MTH 3410. Differential Equations (4)

Applied Mathematics**

MTH 1410. Calculus I (4) **and** MTH 1420. Calculus II (4)
or
 MTH 1415. Mathematics for Engineers I (4) **and** MTH 1425. Mathematics for Engineers II (4)
 MTH/PHY 2050. Mathematical Methods in Engineering and Physics I (4)
 MTH/PHY 2150. Mathematical Methods in Engineering and Physics II (4)
 PHY 2200. Computational Physics (4)

Electives (12 credits)

Select three PHY electives from the following list:***

PHY 2100. Electronics (4)
 PHY 2200. Computational Physics (4)
 PHY 3110. Classical Mechanics (4)
 PHY 3210. Electromagnetism (4)
 PHY 3310. Quantum Mechanics (4)
 PHY 3400. Statistical and Thermal Physics (4)
 PHY 3500. Biological Physics (4)
 PHY 3600. Optics (4)
 PHY 3700. Modern Astrophysics (4)

*The Pure Math option is especially appropriate for students double majoring in math and physics.

**The Applied Math option is especially appropriate for students majoring in physics or double majoring in physics and computer science or physics and engineering.

***Two of these electives must come from PHY 3110, PHY 3210, PHY 3310, and PHY 3400. If completing the Applied Mathematics track, PHY 2200 may not be used to satisfy elective requirements.

Requirements for the B.S. in Physics (62 credits)Core Physics Requirements (42 credits)

CSC 1710. Introduction to Programming (4)
 PHY 2001. Research and Scientific Writing in Physics I (1)
 PHY 2002. Research and Scientific Writing in Physics II (2)
 PHY 2010. Fundamentals of Physics I (4)
 PHY 2020. Fundamentals of Physics II (4)
 PHY 2030. Modern Physics (4)
 PHY 2100. Electronics (4)
 PHY 3110. Classical Mechanics (4)
 PHY 3210. Electromagnetism (4)
 PHY 3310. Quantum Mechanics (4)
 PHY 3400. Statistical and Thermal Physics (4)
 PHY 4000. Undergraduate Research (3)

Core Mathematics Requirements (20 credits)

Complete all courses falling in either the Pure Mathematics or the Applied Mathematics track:

Pure Mathematics*

MTH 1410. Calculus I (4)
 MTH 1420. Calculus II (4)
 MTH 2310. Linear Algebra (4)
 MTH 2410. Calculus III (4)
 MTH 3410. Differential Equations (4)

Applied Mathematics**

MTH 1410. Calculus I (4) **and** MTH 1420. Calculus II (4)
or
 MTH 1415. Mathematics for Engineers I (4) **and** MTH 1425. Mathematics for Engineers II (4)
 MTH/PHY 2050. Mathematical Methods in Engineering and Physics I (4)
 MTH/PHY 2150. Mathematical Methods in Engineering and Physics II (4)
 PHY 2200. Computational Physics (4)

*The Pure Math option is especially appropriate for students double majoring in math and physics.

**The Applied Math option is especially appropriate for students majoring in physics or double majoring in physics and computer science or physics and engineering.

***Two of these electives must come from PHY 3110, PHY 3210, PHY 3310, and PHY 3400. If completing the Applied Mathematics track, PHY 2200 may not be used to satisfy elective requirements.

"Our goal is to involve you in the research process because the experience and skills you obtain will make you more competitive for graduate school and industry. But more than experience and skills, you will gain confidence as a scientist."

– Department of Physics

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Requirements for the Minor in Physics (24 credits)

PHY 2010. Fundamentals of Physics I (4)
PHY 2020. Fundamentals of Physics II (4)
PHY 2030. Modern Physics (4)
MTH 1410. Calculus I (4)
MTH 1420. Calculus II (4)
One PHY elective at the 2000-level or above (4)

Course Descriptions

PHY 1000. Astronomy of the Solar System. An introduction to modern astronomy with emphasis on the solar system. Topics include observational astronomy, history and development of astronomy, formation of the solar system, and the structure and composition of the sun, planets, asteroids, and comets. *This course consists of 3 hours of lecture and 2 hours of laboratory per week. Four credits.* [N]

PHY 1050. Astronomy of Stars, Galaxies, and the Cosmos. An introduction to modern astronomy with emphasis on the Universe beyond the solar system. Topics include properties and life cycles of stars, supernovae, neutron stars, black holes, white dwarfs, interstellar medium, galaxies, and cosmology. *This course consists of 3 hours of lecture and 2 hours of laboratory per week. Four credits.* [N]

PHY 1100. Physics of Sound and Music. An introduction to the physics of sound and music. Topics include vibrations, waves, fundamentals and overtones, musical scales, harmony, and production, detection, and perception of sound. *This course is intended primarily for non-science majors and consists of 2 lecture hours and 2 laboratory hours per week. Four credits.* [N]

PHY 1200. Physics for Video Games. An introduction to laws of physics needed to produce games, simulations, and computer animations with compelling realism. Topics include kinematics, Newton's laws of motion, conservation of momentum, conservation of energy, and rotational dynamics, with applications to projectile motion, collisions, oscillations, and rotational motion. Laboratory topics include measurement, graphical interpretation and curve fits, video analysis, and simulation development. No programming experience is required. *This course is intended primarily for non-science majors and consists of 2 lecture hours and 2 laboratory hours per week. Four credits.* [N]

PHY 1510. General Physics I. An introduction to mechanics, properties of matter, waves, sound, and thermodynamics. *Prerequisite: MTH 1400. This course is offered in the fall and spring and is intended for science majors who are not required to take calculus-based*

physics for their major. PHY 1510 must be taken concurrently with the lab (PHY 1511). Three credits. [N]

PHY 1511. General Physics I Laboratory. A laboratory to accompany PHY 1510. Topics include measurement, error analysis, graphical interpretation and curve fits, video analysis, and computer data acquisition interfaces and sensors. Applications are congruent with topics covered in PHY 1510. *One credit.* [N]

PHY 1520. General Physics II. An introduction to electricity and magnetism, geometrical and physical optics, relativity, and atomic and nuclear physics. *This course is offered in the fall and spring and is intended for science majors who are not required to take calculus-based physics for their major. PHY 1520 must be taken concurrently with the lab (PHY 1521). Three credits.*

PHY 1521. General Physics II Laboratory. A laboratory to accompany PHY 1520. Topics include measurement, error analysis, graphical interpretation and curve fits, video analysis, and computer data acquisition interfaces and sensors. Applications are congruent with topics covered in PHY 1520. *One credit.*

PHY 2000. Planetarium Operations. An introduction to the maintenance and operations of a digital planetarium. This course begins with an overview of simple celestial motions and the most prominent naked-eye objects in the night sky. Students will learn how to design and deliver effective and entertaining planetarium shows using the Spitz SciDome System. *Prerequisite: Permission of the instructor. Two credits.*

PHY 2001. Research & Scientific Writing in Physics I. An introduction to research methods and scientific writing in the area of physics. This course emphasizes critical review of scientific literature, formulation of research problems, design of experiments, collection of experimental data, discussion of uncertainty and error analysis. The student will begin an independent year-long research project which will continue into PHY 2002. *Prerequisites: PHY 2010 or permission of the instructor. This course is offered in the fall. One credit.*

PHY 2002. Research & Scientific Writing in Physics II. An introduction to research methods and scientific writing in the area of physics. This course is a continuation of PHY 2001 and emphasizes presentation of experimental results, in written, oral, and poster formats. Each student will learn how to graphically display results with MATLAB and prepare scientific articles with LaTeX. *Prerequisite: PHY 2001. This course is offered in the spring. Two credits.*

PHY 2010. Fundamentals of Physics I. A calculus-based study of mechanics, waves, and thermal physics with emphasis on atomic models and fundamental principles. This course satisfies the Area II General Education elective in Natural Science. Topics include various applications of fundamental principles to matter and interactions, including classical, relativistic, and quantum systems. *Prerequisite or corequisite: MTH 1410. This course consists of 4 hours of lecture and 2 hours of laboratory per week. PHY 2010 must be taken concurrently with the lab (PHY 2010L). Four credits. [N]*

PHY 2020. Fundamentals of Physics II. A calculus-based study of electricity and magnetism, and geometrical and physical optics, with emphasis on atomic models, fields, and the classical interaction of light and matter. *Prerequisite or corequisite: MTH 1420. This course consists of 4 hours of lecture and 2 hours of laboratory per week. PHY 2020 must be taken concurrently with the lab (PHY 2020L). Four credits.*

PHY 2030. Modern Physics. An introduction to relativity, quantum mechanics, and nuclear physics. *Prerequisite: PHY 2020. This course consists of 6 hours of integrated lecture and laboratory per week. Four credits.*

PHY/MTH 2050. Mathematical Methods in Engineering and Physics I. An introduction to the applications of mathematical techniques to physical problems in mechanics, classical field theory and electronic circuits. Topics include the use of differential equations and complex numbers in modeling mechanical systems, multivariable calculus and vector analysis. This course cannot be used to count for the major or minor in mathematics. *Prerequisites: PHY 2010 and either MTH 1420 or MTH 1425. This course is offered in the fall. Four credits.*

PHY/MTH 2150. Mathematical Methods in Engineering and Physics II. An introduction to the use of Fourier analysis and partial differential equations in various areas of physics with an emphasis on quantum and statistical mechanics. Topics include the use of Fourier methods in detecting extrasolar planets, driven oscillations, modeling heat flow using partial differential equations and an introduction to the mathematical analysis of quantum mechanical systems. *This course cannot be used to count for the major or minor in mathematics. Prerequisite: MTH/PHY 2050. This course is offered in the spring. Four credits.*

PHY 2100. Electronics. An introduction to the major aspects of electronics theory and practice found in scientific and computer instrumentation. Topics include DC and AC circuit analysis, diodes and the PN junction, bipolar

junction transistors, transistor amplifiers, operational amplifiers, integrated circuits, analog to digital converters, and digital logic. *Prerequisite: MTH 1420. This course is offered in the spring and consists of 6 hours of integrated lecture and laboratory. Four credits.*

PHY 2200. Computational Physics. A project-based introduction to computational physics through computational modeling. Students will learn to construct, solve, validate, and communicate mathematical models of physical systems. Topics include numerical techniques for solving ordinary and partial differential equations, data analysis, error analysis, and parallel computing. Applications of modeling across a variety of areas, including statistical mechanics, fluid dynamics, and non-linear dynamics, will be explored. *Prerequisites: PHY 2010 and CSC 1710. Four credits.*

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

PHY 3110. Classical Mechanics. An advanced study of Newtonian mechanics applied to particles and systems of particles. Topics include central force motion, oscillators and coupled oscillators, rotating systems and rigid bodies, calculus of variations, and the Lagrangian and Hamiltonian formulations of mechanics. *Prerequisites: PHY 2020, MTH 2410, and MTH 3410 (MTH 3610 may be taken in place of MTH 2410 and MTH 3410). This course consists of 6 hours of integrated lecture and laboratory per week. Four credits.*

PHY 3210. Electromagnetism. An advanced study of electromagnetic theory using the methods of vector calculus. Topics include electrostatics of conductors and dielectrics, electric currents, magnetic fields, Maxwell's equations, wave propagation in media, and electromagnetic radiation. *Prerequisites: PHY 2030, MTH 2410, and MTH 3410 (MTH 3610 may be taken in place of MTH 2410 and MTH 3410). This course is offered in the spring of odd-numbered years. Four credits.*

PHY 3310. Quantum Mechanics. An introduction to nonrelativistic quantum mechanics and its physical interpretation. Topics include operator mechanics, matrix mechanics, the Schrodinger equation, one-dimensional potentials, bound states, tunneling, and central potential problems in three dimensions including the hydrogen atom. *Prerequisites: PHY 2030, MTH 2410, and MTH 3610 (MTH 2310 and MTH 3410 may be taken in place of MTH 3610). This course is offered in the fall of odd-numbered years. Four credits.*

PHY 3400. Statistical and Thermal Physics. An introduction to the microscopic description of thermodynamics and its application to macroscopic systems. Topics

include temperature, heat, internal energy, entropy, phase transformations, kinetic theory, classical and quantum statistical distributions. *Prerequisites: PHY 2030, MTH 2410, and MTH 3610 (MTH 2310 and MTH 3410 may be taken in place of MTH 3610). This course is offered spring of even-numbered years. Four credits.*

PHY 3500. Biological Physics. An introduction to the field of biological physics. This course will use the principles and practices of physics to gain insight into the design and function of biological systems, and is designed for students across majors who have taken calculus-based physics. Topics include biological cells and macromolecules, the physics of random walks and diffusion, entropic forces and free energy, and molecular machines. *Prerequisite: PHY 2020. This course is offered in the spring of odd-numbered years. Four credits.*

PHY 3600. Optics. An investigation of the fundamental properties of electromagnetic wave propagation and interaction with matter. Topics include both geometrical and physical optics such as interference, diffraction, polarization, coherence and laser physics. *Prerequisite: PHY 2030. This course is offered in the fall of odd-numbered years. Four credits.*

PHY 3700. Modern Astrophysics. An introduction to the fields of modern astrophysics and cosmology. This course will explore the applications of fundamental physics to the processes that govern celestial bodies in the universe, and is designed for students who have taken calculus-based physics. Topics include celestial mechanics, star formation, stellar structure & evolution, exoplanets, Galactic and extragalactic astronomy, cosmology, and observational astronomy. *Prerequisite: PHY 2020. This course is offered in the spring of even-numbered years. Four credits.*

PHY 4000. Undergraduate Research in Physics. Research of a theoretical, computational, or experimental topic in physics. Results will be given in a written paper and an oral presentation to the seminar participants and department faculty. Students may satisfy the research component of this course through a summer research experience, but must submit a written paper and give a department seminar on their summer research project. *Prerequisites: PHY 2002 or permission of the instructor. A total of three credits are required for the B.S. degree. May be repeated for credit. One or two credits.*

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

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





THE FRED WILSON School of Pharmacy

High Point University's Fred Wilson School of Pharmacy is committed to training clinicians who are dedicated to patient care in all settings—including the transitions between those settings—and possess the skill and knowledge to practice pharmacy at the highest level possible. Our education model includes a focus on the basic pharmaceutical knowledge and skills necessary to make quality critical decisions combined with clinical training in various settings. Students that acquire the knowledge and skills and are capable communicators will form the core from which the leaders of tomorrow are developed.

Because good clinical pharmacy decisions can only be made if a practitioner has a broad basic pharmaceutical science foundation and a clear understanding of the clinical science defining drug therapy options and expectations, our graduates will be trained in both the basic and clinical science disciplines of pharmacy and will have numerous opportunities to gain clinical experience, through direct engagement in patient care, during their time at High Point University. In addition, we anticipate that our graduates will be able to use their knowledge of Medicinal Chemistry, Pharmaceutical Chemistry, Pharmacology & Toxicology, combined with experiences and knowledge in the Clinical Sciences, to formulate the most appropriate care plans and provide the most advanced pharmacy care possible.

By delivering a cutting-edge curriculum in state-of-the-art facilities, we are fully prepared to carry out our mission "To provide an extraordinary pharmacy education through the integration of biomedical and clinical sciences that enables future pharmacists to excel in a dynamic healthcare environment as a member of the healthcare team."



Earl W. Lingle

Earl W. Lingle, Ph.D.

Interim Dean of the Fred Wilson School of Pharmacy

"We should be taught not to wait for inspiration to start a thing.
Action always generates inspiration. Inspiration seldom generates action."

– Frank Tibolt

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THE FRED WILSON SCHOOL OF PHARMACY

Dr. Buddy Lingle, *Interim Dean*; Dr. Peter Gal, *Associate Dean for Academic Affairs*; Dr. Joy Greene, *Assistant Dean for Experiential Education*; Dr. Scott E. Hemby, *Chair of the Department of Basic Pharmaceutical Sciences*; Dr. Mary Jayne Kennedy, *Chair of the Department of Clinical Sciences*; Dr. Comfort Boateng; Dr. Courtney Bradley; Dr. Travis Carlson; Dr. Bradley Clark; Dr. Julie Cooper; Dr. Robert Coover; Dr. Jean Douglas; Dr. Cale Fahrenholtz; Dr. Sang-Min Lee; Dr. Sun Lee; Dr. Sara M. McMillin; Dr. Shaina Musco; Dr. Jwala Renukuntia; Dr. Jan Ruzicka; Dr. Aurijit Sarkar; Dr. Christina Sherrill; Dr. Jordan Smith

The Fred Wilson School of Pharmacy has taken an integrative approach in the design of the professional curriculum. The blending of basic and clinical sciences and the application-based learning experiences are designed to consolidate information into patient-oriented actions that will create a rich learning environment for students. This will be combined with clinical training in various settings to expose students to many different care scenarios. The school will rely heavily on experiential education and will place a premium on interprofessional training opportunities.

Vision Statement

To be a premier school of pharmacy advancing education and research that prepares compassionate and inspired healthcare leaders for the local and global community.

Mission Statement

To provide an extraordinary pharmacy education through the integration of biomedical and clinical sciences that enables future pharmacists to excel in a dynamic healthcare environment as a member of the healthcare team.

Goals

1. Provide students with a comprehensive pharmacy education that carefully integrates basic and clinical sciences.
2. Develop within students the process of analytical thought, enabling them to reason through clinical and scientific problems.
3. Promote for all faculty and students, a passion for clinical and scientific discovery to advance healthcare.
4. Maintain an environment of caring and acceptance for personal and cultural differences, to develop kind, compassionate, and accepting pharmacy practitioners.
5. Expose students to real-world situations that prepare them to function effectively within health care environments.





Educational Philosophy

The Fred Wilson School of Pharmacy will utilize a closely integrated basic and clinical science curriculum to promote student application of the full range of skills necessary to provide patient-centered pharmaceutical care. Our teaching methods will utilize evidence-based techniques that promote long-term learning and expand the ability to synthesize the rapidly changing knowledge in healthcare.

Program Requirements

Students apply to pharmacy school after satisfactory completion of two years of undergraduate study (minimum of 65 credits) consisting of the Pre-Pharmacy curriculum.

BIO 1399/1400. Introduction to Biological Principles and Literature/Lab (4)*

BIO/PHS 2060/2061L. Human Physiology/Lab (4)*

BIO 3040. Microbiology (4)*

CHM 1010. General Chemistry I (3)*

CHM 1011. General Chemistry I Laboratory (1)*

CHM 1020. General Chemistry II (3)*

CHM 1021. General Chemistry II Laboratory (1)*

CHM 2011. Organic Chemistry I Laboratory (1)*

CHM 2021. Organic Chemistry II Laboratory (1)*

CHM 2510. Organic Chemistry I (3)*

CHM 2520. Organic Chemistry II (3)*

COM 1110. Human Communication. (4)

ENG 1103. College Writing and Public Life (4)

ENG 2130. Professional Writing in the Medical Humanities (4)

EXP 1101. President's Seminar (1)

FYS 1000. First Year Seminar (4)

MTH 1410. Calculus I (4)*

PHY 1510. General Physics I (3)**

PHY 1511. General Physics I Laboratory (1)**

Humanities or Social Science Courses (8)

* Core course in the pre-pharmacy curriculum. Elective courses may vary.

** May be exempted if students completed a physics course in high school with a B or higher

Admission to the Fred Wilson School of Pharmacy is competitive, so strong grades in Pre-Pharmacy courses are important. Unless they qualify for the Early Assurance Program, applicants must take the Pharmacy College Admissions Test (PCAT). It is recommended that applicants have multiple hours of clinical, retail, and/or service experience. The High Point University Fred Wilson School of Pharmacy utilizes the PharmCAS common application system.

High Point University Fred Wilson School of Pharmacy's Doctor of Pharmacy program has been granted Candidate status by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312-644-3575; FAX 312-664-4652, website: <http://www.acpe-accredit.org>.



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2019-2020 Directory Faculty

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Arranged in alphabetical order. Dates refer to first year of full-time service with the University.

Kristin M. Ackerman (2015). *Assistant Professor of Biology.* B.S., Ohio Northern University; Ph.D., The Ohio State University.

Carolyn M. Adams (1996). *Assistant Professor of Spanish.* B.A., St. Bonaventure University; M.A., State University of New York at Buffalo.

Jeffrey M. Adams (1996). *Associate Professor of Psychology and Vice President for Research and Planning.* B.A., University of California at Los Angeles; M.A., California State University; Ph.D., University of Tennessee.

Heather Ahn-Redding (2019). *Visiting Assistant Professor of Criminal Justice.* B.A., University of Michigan; M.A., John Jay College of Criminal Justice; Ph.D., American University.

Heather E. Ahrens (2015). *Assistant Professor of Biology.* B.S., Virginia Polytechnic Institute and State University; M.S., University of Texas at Austin; Ph.D., Johns Hopkins University School of Medicine.

Deborah N. Albert (2011). *Instructor of Education.* B.A., M.Ed., High Point University.

Thomas W. Albritton, Jr. (1989). *Associate Professor of Education and Associate Dean, Stout School of Education.* B.A., M.A., Wake Forest University; Ph.D., Florida State University.

Laura L. Alexander (2012). *Assistant Professor of English.* B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of North Carolina at Greensboro.

Amanda W. Allen (2019). *Instructor of History.* B.A., Randolph-Macon College; M.T.S., Vanderbilt University; Ph.D., Louisiana State University.

Tawannah G. Allen (2015). *Associate Professor of Education.* B.S., M.Ed., North Carolina Central University; M.S.A., Fayetteville State University; Ed.D., University of North Carolina at Chapel Hill.

Joanne D. Altman (2011). *Professor of Psychology and Director of Undergraduate Research and Creative Works.* B.A., Franklin and Marshall College; M.A., Ph.D., Temple University.

Arden Anderson (2019). *Assistant Professor of Sport Management.* B.S., Wofford College; M.S., East Carolina University.

Jacqueline M. Arthur-Montagne (2016). *Assistant Professor of History.* B.A., Middlebury College; Ph.D. Stanford University.

Brian H. Augustine (2013). *Professor of Chemistry.* B.A., State University of New York at Geneseo; Ph.D., University of North Carolina at Chapel Hill.

Gordon D. Ballingrud (2018). *Visiting Assistant Professor of Political Science.* B.A., Davidson College; M.A., Duke University.

Mark G. Banks (2019). *Assistant Professor of Physician Assistant Studies.* B.H.S., George Washington University; M.P.A.S., University of Nebraska.

Brad N. Barlow (2013). *Assistant Professor of Astrophysics.* B.S., Mississippi State University; M.S., Ph.D., University of North Carolina at Chapel Hill.

Angela C. Bauer (2013). *Professor of Biology and Dean of the Wanek School of Natural Sciences.* B.A., Lawrence University; Ph.D., Northwestern University.

Kristina W. F. Bell (2009). *Instructor of Communication.* B.F.A., North Carolina School of the Arts; M.A., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

Elizabeth A. Bennett (2019). *Assistant Professor of Psychology.* B.A., Agnes Scott College; M.A., Ph.D., Duquesne University.

David J. Bergen (1997). *Z. Smith Reynolds Foundation Professor of Human Relations.* B.A., M.A.Ed., Wake Forest University; Ph.D., University of North Carolina at Greensboro.

Vernon L. Biaett, Jr. (2014). *Assistant Professor of Event Management.* B.A., University of Utah; M.S., Ph.D., Arizona State University.

Charles S. Bingham (2018). *Professor of Education.* B.M., M.M., Ed.D., University of North Carolina at Greensboro.

Meghan S. Blackledge (2014). *Assistant Professor of Chemistry.* B.A., Wellesley College; Ph.D., Duke University.

Allison H. Blosser (2016). *Assistant Professor of Education.* B.A., Texas Christian University; M.A., Michigan State University; Ph.D., Loyola University.

Joseph D. Blosser (2011). *Assistant Professor of Religion and Philosophy, and the Robert G. Culp, Jr. Director of Service Learning.* B.S., Texas Christian University; M.Div., Vanderbilt University; Ph.D., University of Chicago.

Comfort A. Boateng (2015). *Assistant Professor of Basic Pharmaceutical Sciences.* B.S., University of Cape Coast (Ghana); Ph.D., Florida Agricultural and Mechanical University.

Adrian H. Boggs (2012). *Instructor of Art and Design.* B.F.A., Savannah College of Art and Design; M.S., University of North Carolina at Greensboro.

Jody B. Bowman (2009). *Instructor of Spanish.* B.A., University of North Carolina at Wilmington; M.A., North Carolina State University.

Courtney L. Bradley (2015). *Assistant Professor of Clinical Sciences and Applied Laboratory Coordinator, Fred Wilson School of Pharmacy.* B.S., Pharm.D., University of North Carolina at Chapel Hill.

Kathryn A. Brandt (2013). *Instructor of Interior Design.* B.S., M.S., University of North Carolina at Greensboro.

Ann Marie Brasacchio (2018). *Instructor of Chemistry.* B.A., Wheaton College; M.S., University of North Carolina at Chapel Hill.

Angela D. Broadnax (2018). *Visiting Assistant Professor of Chemistry.* B.S., M.A., North Carolina A&T State University; M.S., University of North Carolina at Chapel Hill; Ph.D., Wake Forest University.

Lauren J. Brooks (2019). *Visiting Assistant Professor of German.* B.A., M.A., California State University at Long Beach; M.Ed., Bloomsburg University; Ph.D., Pennsylvania State University.

Matthew E. Brophy (2010). *Associate Professor of Philosophy.* B.A., University of California at Santa Barbara; M.A., California State University at Long Beach; Ph.D., University of Minnesota.

Douglas P. Brown (2008). *Associate Professor of Theatre.* B.F.A., Rockford College; M.F.A., Florida State University; M.Div., Concordia Seminary.

Mark E. Brown (2014). *Assistant Professor of Art.* B.S., M.F.A., East Carolina University.

Victoria S. Brown (2016). *Assistant Professor of Visual Merchandising Design.* B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., University of North Carolina at Greensboro.

David L. Bryden (1990). *Director of Library Services.* B.A., Guilford College; M.L.S., University of North Carolina at Greensboro.

Candice S. Burrows (2011). *Instructor of Music.* B.M., University of Oregon; D.M.A., University of North Carolina at Greensboro

Rhonda C. Butler (2018). *Assistant Professor of Management.* B.A., North Carolina State University; M.A., Gordon-Conwell Theological Seminary; M.B.A., University of North Carolina at Charlotte; Ph.D., North Carolina A&T State University.

Charmaine G. Cadeau (2010). *Associate Professor of English.* B.A., Trent University; M.A., University of New Brunswick; Ph.D., State University of New York at Albany.

Matthew P. Carlson (2012). *Associate Professor of English.* B.A., Wheaton College; M.A., Ph.D., University of North Carolina at Chapel Hill.

Travis J. Carlson (2019). *Assistant Professor of Clinical Sciences.* Pharm.D., Drake University.

Lisa J. Carnell (1989). *Professor of Mathematics.* B.A., M.A., Ph.D., University of North Carolina at Greensboro.

Colin R. Carriker (2016). *Assistant Professor of Exercise Science.* B.S., Seattle Pacific University; M.S., Central Washington University; Ph.D., University of New Mexico.

Dennis G. Carroll (1988). *Professor of Education and Provost.* B.A., High Point College; M.A., Wake Forest University; Ed.D., University of North Carolina at Greensboro.

Hayden J. Carron (2007). *Associate Professor of Spanish.* B.A., Technological Institute of Santo Domingo; M.A., Ph.D., Universidad Autonoma de Madrid.

Larry L. Carter (2017). *Assistant Professor of Marketing.* B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., Old Dominion University.

Leslie M. Cavendish (2011). *Assistant Professor of Education.* B.A., Central College; M.A., University of Iowa, Ph.D., University of Iowa.

Margaret M. Chrusciel (2017). *Assistant Professor of Criminal Justice.* B.A., University of South Carolina at Columbia.

Bradley A. Clark (2015). *Associate Professor of Basic Pharmaceutical Sciences.* B.S., Ph.D., University of Georgia College of Pharmacy.

Brianna S. Clark (2018). *Assistant Professor of Event Management.* B.S., M.A., University of Connecticut; Ph.D., Clemson University.

Vernon M. Coffield III (2011). *Visiting Assistant Professor of Biology.* B.S., Ph.D., University of North Carolina at Chapel Hill.

Julienne S. Connor (2015). *Assistant Professor of Physician Assistant Studies.* B.S., Wake Forest University; M.S.P.A.S., Pace University.

Sandra L. Cooke (2012). *Assistant Professor of Biology.* B.A., Ohio Wesleyan University; Ph.D., Lehigh University.

Julie B. Cooper (2016). *Associate Professor of Clinical Sciences.* B.S., North Carolina State University; Pharm.D., University of North Carolina at Chapel Hill.

Robert A. Coover (2019). *Assistant Professor of Basic Pharmaceutical Sciences.* B.S., University of North Carolina at Greensboro; Ph.D., Virginia Commonwealth University.

Clinton D. Corcoran (1992). *Professor of Philosophy.* B.A., Skidmore College; Ph.D., Emory University.

Dinene L. Crater (2002). *Professor of Biology.* B.S., Wingate University; Ph.D., Wake Forest University.

Stephanie O. Crofton (2001). *Charles T. Ingram Professor of Economics and Vice President for Experiential Learning and Career Development.* B.A., Converse College; M.S., Ph.D., Auburn University.

Gabriel A. Cruz (2018). *Instructor of Communication.* B.A., M.A., University of North Carolina at Greensboro.

Christine W. Cugliari (2007). *Associate Professor of Nonprofit Management and the Hansen Foundation Leadership Chair.* B.A., Marietta College; M.B.A., Ashland University; Ph.D., The Ohio State University.

Kelly L. Curtis (2012). *Associate Professor of Psychology.* B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of New Orleans.

Judy Yuen Danley (2008). *Instructor of Chinese.* B.A., Dalian University of Technology, China; M.A., Universite Paris XII.

Deborah S. Danzis (1993). *Associate Professor of Psychology.* B.A., Boston University; M.A., Ph.D., State University of New York at Albany.

Claudine M. Davidshofer (2014). *Assistant Professor of Philosophy.* B.A., Colby College; M.A., Ph.D., Emory University.

Jillian S. Davis (2014). *Assistant Professor of Exercise Science.* B.S., University of North Carolina at Asheville; Ph.D., Ohio University.

Kristy P. Davis (2018). *Assistant Professor of Education.* B.S., M.S.A., University of North Carolina at Greensboro; Ed.D., High Point University.

Scott Davis (1996). *Associate Professor of Accounting.* B.A.S., Guilford College; M.S., University of North Carolina at Greensboro. C.P.A.

Peng Deng (1990). *Professor of History.* M.A., Sichuan University; Ph.D., Washington State University.

Sara M. DeNicholas (2015). *Assistant Professor of Spanish.* B.A., M.A., Ph.D., Universidad Autonoma de Madrid.

Denis Depinoy (2017). *Assistant Professor of French.* M.S., Minnesota State University; M.A., Ph.D., University of Wisconsin at Madison.

Marcia G. Dills (2005). *Assistant Professor of Music.* B.M., Salem College; M.M., University of Wisconsin.

Steven L. Dischiavi (2014). *Assistant Professor of Physical Therapy.* B.S., A.T.C., Slippery Rock University; M.P.T., State University of New York Health Science Center; D.P.T., A.T., Still University.

Shirley A. Disseler (2010). *Associate Professor of Education.* B.A., Campbell University; M.Ed., Ed.D., University of North Carolina at Charlotte.

Janis L. Dougherty (2011). *Instructor of Graphic Design.* B.A., University of Delaware; M.F.A., Rochester Institute of Technology.

Jean B. Douglas (2016). *Associate Professor of Clinical Sciences.* B.S., University of North Carolina at Chapel Hill; Pharm.D., University of Tennessee.

Ashley B. Dreff (2019). *Assistant Professor of Religion.* B.A., University of Arkansas; M.A., University of Chicago; Ph.D., Drew University Theological School.

Carrie A. Dyer (2018). *Associate Professor of Graphic Design.* B.F.A., East Tennessee State University; M.F.A., School of the Art Institute of Chicago.

Kathryn F. Elliott (2015). *Assistant Professor of the Practice of Entrepreneurship.* B.B.A., Lamar University; B.S., Excelsior College; M.A., Western Carolina University.

Ken Elston (2019). *Professor of Theatre and Associate Dean of the David R. Hayworth College of Arts and Sciences.* B.A., Temple University; M.F.A., The Ohio State University.

Nahed M. Eltantawy (2008). *Associate Professor of Communication.* B.A., M.A., American University in Cairo; Ph.D., Georgia State University.

Alicia J. Emerson (2016). *Assistant Professor of Physical Therapy.* B.A., Illinois Wesleyan University; M.S., University of Illinois; M.S., University of Indianapolis; D.P.T., Governors State University.

Daniel E. Erb (2011). *Professor of Physical Therapy and Dean of the Congdon School of Health Sciences.* B.S., University of Pittsburgh; M.S., Ph.D., Medical College of Virginia/Virginia Commonwealth University.

Jennifer L. Erdmann (2016). *Head of Reference Services.* B.A. Salem College; M.L.S., Indiana University School of Library Science.

Emily P. Estrada (2016). *Assistant Professor of Sociology.* B.A., M.A., Texas Tech University.

Cale D. Fahrenheitz (2019). *Assistant Professor of Basic Pharmaceutical Sciences.* B.Sc., University of Wisconsin at Madison; Ph.D., University of Miami.

Claudia Femenias (1997). *Professor of Spanish.* B.A., Universidad Catolica de Valparaiso, Chile; M.A., Ph.D., University of Kansas.

Joey A Fink (2015). *Assistant Professor of History.* B.A., University of Massachusetts at Boston; M.A., Ph.D., University of North Carolina at Chapel Hill.

Briana L. Fiser (2011). *Assistant Professor of Physics.* B.S., University of Mississippi; M.S., Ph.D., University of North Carolina at Chapel Hill.

Kathleen Flach (2019). *Assistant Professor of Physician Assistant Studies.* B.A., The Ohio State University; M.Ed., Vanderbilt University; B.S., M.M.S., Nova Southeastern University.

Michael Flatt (2019). *Assistant Professor of English.* B.A., State University of New York at Buffalo; M.F.A., University of Colorado; Ph.D., State University of New York at Buffalo.

Keir H. Fogarty (2015). *Assistant Professor of Chemistry.* B.A., Colorado College; Ph.D., Colorado State University.

Kevin R. Ford (2012). *Professor of Physical Therapy.* B.A., M.S., Ph.D., University of Kentucky.

Paul R. Forshey (2012). *Associate Professor of Management.* B.S., M.Ed., Pennsylvania State University; Ph.D., University of Wisconsin at Milwaukee.

Marc A. Foster (2009). *Professor of Music.* B.M.E., University of North Carolina at Greensboro; M.S.M., Southern Methodist University; D.M.A., University of North Carolina at Greensboro.

Katherine A. Fowkes (1993). *Professor of Communication.* B.A., Reed College; M.A., Ph.D., University of Texas at Austin.

"No man needs sympathy because he has to work, because he has a burden to carry. Far and away the best prize that life offers is the chance to work hard at work worth doing."

– Theodore Roosevelt

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Christopher J. Fowler (2008). *Associate Professor of Chemistry.* B.A., Kalamazoo College; Ph.D., University of Texas at Austin.

Gerald T. Fox (1993). *Associate Professor of Economics.* B.S., Brigham Young University; Ph.D., University of Utah.

Christopher A. Franks (2003). *The Owen D. and Mattie Holt McPherson Associate Professor of Philosophy and Religion.* B.A., Indiana University; M.Div., Ph.D., Duke University.

George D. Frye (2009). *Assistant Professor of Music.* B.M., M.M., D.M.A., University of North Carolina at Greensboro.

Edward J. Fuselier, Jr. (2009). *Associate Professor of Mathematics.* B.S., Southeastern Louisiana University; Ph.D., Texas A&M University.

Jenny G. Fuselier (2009). *Associate Professor of Mathematics.* B.S., Ph.D., Texas A&M University.

Peter Gal (2014). *Professor of Pharmacy and Associate Dean for Academic Affairs, Fred Wilson School of Pharmacy.* B.S., St. John's University; Pharm.D., State University of New York at Buffalo.

Heather M. Garrison (2017). *Assistant Professor of Physician Assistant Studies.* B.S., Wheeling Jesuit University; M.P.A.S., Chatham University.

Brett Geiger (2019). *Assistant Professor of Mathematics.* B.S., M.S., Nicholls State University; Ph.D., University of Houston.

Christian O. George (2015). *Assistant Professor of Biology and Environmental Science.* B.S., Franklin and Marshall College; M.S., University of Florida; Ph.D., University of Texas at Austin.

Emily C. Gerhold (2018). *Assistant Professor of Art History and Director of Sechrest Gallery.* B.A., College of William and Mary; M.A., Ph.D., Virginia Commonwealth University.

Angela S. Gisselman (2017). *Assistant Professor of Physical Therapy.* B.S., Miami University; D.P.T., Duke University.

Melissa A. Glass (2011). *Instructor of Mathematics.* B.S., Berry College; M.A., Wake Forest University.

James L. Goodman (2009). *Assistant Professor of Communication.* B.S., High Point College; M.B.A., University of Georgia; M.F.A., University of North Carolina at Greensboro.

Donald L. Goss (2019). *Associate Professor of Physical Therapy.* B.S., Denison University; D.P.T., Baylor University; Ph.D., University of North Carolina at Chapel Hill.

Dora J. Gosselin (2016). *Assistant Professor of Physical Therapy.* B.S., California State University, Sacramento; D.P.T., Duke University School of Medicine.

John D. Graeber (2015). *Assistant Professor of Political Science.* B.A., University of North Carolina at Chapel Hill; M.A., George Washington University; Ph.D., University of Texas at Austin.

Adam Graham-Squire (2011). *Assistant Professor of Mathematics.* B.A., Whitman College; M.S., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill.

Nancy S. Groh (1992). *Assistant Professor of Athletic Training.* B.A., University of the Pacific; M.S., University of Oregon; Ed.D., University of North Carolina at Greensboro.

Mr. Cory Gurley (2019). *Instructor of Graphic Design.* B.A., Guilford College; M.F.A., Liberty University.

Tessa C. Gurney (2016). *Assistant Professor of Italian.* B.A., The Ohio State University; Ph.D., University of North Carolina at Chapel Hill.

Daniel T. Hall (2010). *Associate Professor of Economics.* B.S., Georgia College and State University; M.A., Ph.D., Georgia State University.

Stefan A. Hall (2012). *Associate Professor of Communication.* B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., Bowling Green State University.

Renee N. Hamel (2016). *Assistant Professor of Physical Therapy.* B.S., Virginia Polytechnic and State University; D.P.T., Elon University.

Cynthia B. Hanson (2011). *Associate Professor of Marketing.* B.A., University of North Carolina at Chapel Hill; M.B.A., Duke University; Ph.D., University of Maryland.

Robert T. Harger (1996). *Professor of Mathematics.* B.S., Appalachian State University; M.A., Wake Forest University; Ph.D., North Carolina State University.

Bobby L. Hayes (1998). *Assistant Professor of the Practice of Communication.* B.A., Mars Hill College; Ph.D., Walden University Institute for Advanced Studies.

Terrell A. Hayes (2001). *Professor of Sociology.* B.A., University of Tennessee; M.A., Middle Tennessee State University; Ph.D., Vanderbilt University.

Brian C. Heagney (2013). *Instructor of Communication.* B.A., Guilford College; M.Arch., Pratt Institute.

Nathan J. Hedman (2014). *Assistant Professor of English and Theatre.* B.A., Seattle Pacific University; M.A., St. John's College; M.A.R., Yale University; M.A., Ph.D., Northwestern University.

Eric J. Hegedus (2011). *Professor of Physical Therapy.* B.S., Bucknell University; M.P.T., D.P.T., Slippery Rock University; MHSc, Duke University; Ph.D., University of Ulster.

Scott E. Hemby (2014). *Professor of Pharmacy.* B.S., Barton College; M.S., Emory University; Ph.D., Wake Forest University.

Florian Hemme (2017). *Assistant Professor of Communication.* M.Ed., The University of Texas; M.S., University of Groningen; Ph.D., The University of Texas at Austin.

- Khalida Hendricks (2019).** *Assistant Professor of Physics.* B.S., North Carolina State University; M.S., The Ohio State University.
- Jolene M. Henning (2011).** *Associate Professor of Athletic Training.* B.A. Catawba College; M.Ed., University of Virginia; Ed.D., Ball State University.
- Gay S. Hensley (2014).** *Instructor of Theatre.* B.A., M.F.A., University of North Carolina at Greensboro.
- Evelyn N. Hiatt (2018).** *Instructor of Biology.* B.S., University of North Carolina at Chapel Hill; M.S., Clemson University; Ph.D., University of Georgia.
- Jessica T. Higgins (2019).** *Instructor of English.* B.A., M.A., Bemidji State University.
- Julie S. Hill (2016).** *Instructor of Human Relations.* B.A., M.P.A., High Point University.
- Robert M. Hirth (2014).** *Assistant Professor of Management.* B.A., Truman State University; M.B.A., J.D., University of Kansas; Ph.D., University of Arkansas.
- Amy A. Holcombe (2018).** *Associate Professor of Education.* B.A., Sonoma State University; M.Ed., University of North Carolina at Greensboro; M.S.A., North Carolina A&T State University; Ph.D., University of North Carolina at Greensboro.
- Bridget F. Holcombe (2019).** *Assistant Professor of the Practice of Career and Business Communications.* B.A., Wake Forest University; M.S., University of North Carolina at Greensboro.
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"Success doesn't come to you, you must go to it. The trail is well traveled.
If you want to walk it, you can."

– Nido Qubein

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"Mindset change is not about picking up a few pointers here and there. It's about seeing things in a new way. When people change to a growth mindset, they change from a judge-and-be-judged framework to a learn-and-help-learn framework. Their commitment is to growth, and growth takes plenty of time, effort, and mutual support."

– Carol Dweck

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Lillian H. Watson (2016). *Assistant Professor of the Practice of Business Communications.* B.A., J.D., Wake Forest University.

Phillips C. Watson (2010). *Assistant Professor of the Practice of Communication.* B.A., Swarthmore College; M.B.A., Harvard Graduate School of Business Administration.

Justin P. Waxman (2017). *Assistant Professor of Exercise Science.* B.S., Ohio University; M.S., Miami University; Ph.D., University of North Carolina at Greensboro.

Kimberly K. Wear (2003). *Associate Professor of Psychology.* B.A., University of Tennessee; M.S., Ph.D., University of Texas at Arlington.

James B. Wehrley (1994). *Associate Professor of Finance, the W. Roger Soles Professor of Management & Leadership, and Dean of the Earl N. Phillips School of Business.* B.B.A., University of Wisconsin at Whitewater; M.B.A., Baylor University; Ph.D., Virginia Polytechnic Institute and State University.

Samuel L. Whitt (2012). *Assistant Professor of Political Science.* B.A., University of the South; B.A., University of Tennessee; M.A., Ph.D., Vanderbilt University.

Jessica Wiitala (2019). *Assistant Professor of Event Management.* B.S., Lasell College; M.B.A., DeVry University.

Lloyd Williams (2019). *Associate Professor of Computer Science.* B.S., Vanderbilt University; M.S., Ph.D., North Carolina State University.

Adam L. Winkel (2011). *Assistant Professor of Spanish.* B.A., University of North Carolina at Chapel Hill; M.A., M.Phil., Ph.D., Columbia University.

Marlon L. Winters (1992). *The Jefferson-Pilot Professor of Business.* B.S., Appalachian State University; M.A., Western Carolina University; M.Ed., Ph.D., University of South Florida.

Andrew J. Wommack (2014). *Assistant Professor of Chemistry.* B.A., William Jewell College; M.S., University of Missouri at Kansas City; Ph.D., Boston College.

Brett C. Woods (2016). *Associate Professor of Biology.* B.A., University of California at Berkeley; Ph.D., University of Kansas.

Alexis A. Wright (2011). *Assistant Professor of Physical Therapy.* B.S., University of Illinois; D.P.T., Duke University; Ph.D., University of Otago.

Alixandra B. Yanus (2010). *Associate Professor of Political Science.* B.A., American University; M.A., Ph.D., University of North Carolina at Chapel Hill.

Laurie M. Zack (2007). *Associate Professor of Mathematics.* B.S., University of Arkansas; M.S., Ph.D., North Carolina State University.

Lisa A. Zukowski (2017). *Assistant Professor of Physical Therapy.* B.A., University of Texas; M.A., Ph.D., University of Florida.

Barbara H. Zwadyk (2016). *Associate Professor of Education.* B.A., Greensboro College; M.Ed., Ed.D., University of North Carolina at Greensboro.

Emeritus Members of The Faculty

Mr. William F. Cope

Dr. Earl P. Crow

Mr. Robert D. Davidson

Dr. E. Vance Davis

Dr. Charlie O. Futrell

Dr. Nelson F. Page

Mrs. Nancy W. Shelton

Senior Leadership

- Nido R. Qubein (2005)**. President. A.B., B.S., M.S.B.E., LL.D., L.H.D.
Dennis G. Carroll (1988). Provost and Vice President for Academic Affairs. B.A., M.A., Ed.D.
S. Brad Calloway (2019). Senior Vice President for Business Affairs. B.S., M.B.A., C.P.A.
D. Andrew Bills (2005). Senior Vice President for Undergraduate Admissions. B.A.
Gail C. Tuttle (1985). Senior Vice President for Student Life. B.Bus. Ad., M.P.A.
Christopher H. Dudley (1999). Senior Vice President for Institutional Advancement. B.S., M.S.
Roger D. Clodfelter (1996). Senior Vice President for Communications. B.A.
Jeffrey M. Adams (1996). Vice President for Research and Planning. B.A., M.A., Ph.D.
Stephen L. Potter (2011). Vice President for Facilities and Auxiliary Operations. B.S.
Deborah S. Butt (2013). Vice President for Financial Affairs. B.B.A., C.P.A.
Stephanie O. Crofton (2001). Vice President for Experiential Learning and Career Development. B.A., M.S., Ph.D.
Daniel R. Hauser (2014). Athletic Director. B.A., M.S.

Academic Affairs

- Dennis G. Carroll (1988)**. Provost and Vice President for Academic Affairs. B.A., M.A., Ed.D.
Rhonda S. Grimsley (1992). Assistant to the Provost and Vice President for Academic Affairs. B.S.

Academic Services

- Karen M. Naylon (2001)**. Assistant Dean of Academic Services. B.S., B.A., M.B.A.
Craig C. Curty (1995). Director of Academic Services. B.A., M.Ed., Ph.D.
April A. Cosner (2014). Director of Learning Excellence. B.S., M.A.
Sarah C. Bryce (2004). Academic Planner and Advisor. B.A.
Kimberly Pope (2014). Accessibility Resources and Services Specialist. B.S., M.Ed.
Heather C. Slocum (2013). Learning Excellence Specialist. B.A., M.A.
Mark Strejc (2015). Learning Excellence Specialist. B.A., M.B.A.
Peyton Davis (2015). Learning Excellence Specialist. B.S., M.S.
Kristen Haller (2018). Learning Excellence Specialist. B.S., M.S.
Brandy Turner (2018). Learning Excellence Specialist. B.A.
Cara D. Arena (2016). Learning Excellence Specialist. B.A., M.A.

Admissions

- D. Andy Bills (2005)**. Senior Vice President for Enrollment. B.A.
Kerr C. Ramsay (2013). Vice President for Undergraduate Admissions. B.S., M.Div., Ed.D.
Andrew S. Modlin (2014). Associate Vice President of Graduate Admissions. B.A., M.B.A.
George C. Terry (2015). Assistant Vice President for Admissions Technology and Operations. B.S., M.S.
Lars C. Farabee (2007). Assistant Vice President of Graduate Admissions. B.A., M.A.
Tony L. Robinson (2013). Director of Admissions CRM. B.S., M.A.R.
Jim E. Smith (2016). Director of International Admissions. B.S.
Morgan Peake (2018). Director of Campus Visits and Events. B.A.
Heidi J. Waibel (2007). Senior Associate Director of Admissions. B.S.
Julee M. Mitsler (2013). Associate Director of Admissions. B.A., M.A.
Erin E. Moran (2008). Associate Director of Admissions. B.A.
Melissa M. Lawson (2014). Assistant Director of Undergraduate Admissions Engagement. B.F.A.
J. Chad Christian (2006). Assistant Director of Admissions. B.A.
Denise M. Sealy (2012). Assistant Director of Admissions Operations and Technology. B.S.B.A.
Dana C. Lopp (2010). Coordinator of Enrollment Services. B.A.
Lauren A. Saul (2013). Graduate Recruiter. B.A., M.B.A.
Blair W. Brown (2017). Graduate Recruiter. B.A., M.A.
Karen Gerior-Mariani (2014). Senior Regional Admissions Counselor. B.S.
Gabriella F. Tobias (2016). Senior Regional Admissions Counselor. B.A.
Allie I. Jacobius (2016). Senior Regional Admissions Counselor. B.A.
Brooke Hines (2018). Senior Regional Admissions Counselor. B.A.
Megan R. Bachemin (2016). Senior Admissions Customer Service Counselor. B.A.
Sarah B. Lytle (2014). Senior Admissions Counselor. B.S.



S. Taylor Elliott (2014). Senior Admissions Counselor. B.A., M.B.A.
Annie K. Phillips (2016). Senior Admissions Counselor. B.S.
Ryan P. Dillon (2017). Senior Admissions Counselor. B.A.
C. Analee Henley (2017). Senior Admissions Counselor. B.S.
Morgan Fowler (2017). Admissions Counselor. B.S.
Mary dePoortere (2018). Admissions Counselor. B.A.
Sam Cady (2018). Admissions Counselor. B.S.
Danielle Reagan (2018). Admissions Counselor. B.S.
Taylor Lokey (2018). Admissions Counselor. B.A.
Jordyn Fleming (2018). Admissions Counselor. B.A.
Ibrahim Shtayyeh (2017). Admissions Counselor. B.S.B.A.
Melissa Blakeney (2019). Admissions Counselor. B.A.
Katherine Satalino (2018). Campus Visit Coordinator. B.A.
Vanessa Morales (2018). Campus Visit Coordinator. B.S.
Courtney Youngblood (2018). Campus Visit Coordinator. B.A., M.A.
Sally P. Farrar (2007). Admissions Operations Assistant. B.A.
Gina P. Weathers (2013). Campus Visit Coordinator. B.S.
Jennifer N. Norton (2016). Enrollment Data Analyst. B.S.
Debbie M. Cureton (2013). Mail Services Coordinator. B.A.
Carrie D. Leach (2014). Assistant Mail Service Coordinator.

Athletics

Daniel R. Hauser (2014). Vice President and Athletic Director. B.A., M.S.
Christopher J. Wood (2014). Deputy Athletic Director. B.A.
Kimberlee D. Grissett (1986). Senior Associate Athletic Director of Business and Tickets. B.A.
April C. Wines (2006). Assistant Athletic Director for Academics and Senior Woman Administrator. B.S., M.S.
Drew Sanchez (2017). Assistant Athletic Director for Compliance. B.S., M.S.
Tom Fenstermaker (2017). Assistant Athletic Director for Athletic Communications. B.A., M.B.A.
Joshua T. Geruso (2015). Assistant Athletic Director of Athletic Training. M.S., A.T.C., C.S.C.S., P.E.S., C.E.S.
Brian L. Moore (2013). Assistant Athletic Director of Facilities & Operations. B.A., M.S.
Andrew Buff (2018). Assistant Director of Facilities and Operations. B.S.
Jon Teich (2016). Director of Development. B.A.
Alex Phillips (2018). Director of Development. B.S.
Melissa Crawford (2017). Director of Marketing. B.S., M.A.
Taylor Miller (2018). Director of Marketing. B.S.
Pierce Feltner (2018). Assistant Director of Athletic Communications. B.S.

Mark Pinkerton (2018). Assistant Director of Athletic Communication. B.S.
Jacob Crawford (2017). Athletic Director for Club Sports. B.S.
Kaitlyn Scales (2018). Director of Club Sports. B.S., M.S.
Alex Hall (2018). Assistant Director of Sports Medicine. M.E.D., L.A.T., A.T.C.
Allyson C. Connally-Windley (2014). Assistant Director of Sports Medicine. B.S., M.S., L.A.T., A.T.C.
Cayden Casey (2018). Multi-Media Productions Coordinator. B.S., M.S.
April R. Brown (2011). Athletic Academic Advisor. B.A.
Ana M. Holt (2000). Administrative Assistant to the Athletic Director. B.S.
Colby Waddell (2018). Ticket Sales. B.S.
Brandon Zylowski (2018). Ticket Sales. B.S.
Craig Cozart (2008). Head Baseball Coach. B.S.
Rick Marlin (2017). Assistant Baseball Coach. B.S.
Jason A. Laws (2014). Assistant Baseball Coach. B.S.
Tubby Smith (2018). Head Men's Basketball Coach. B.S.
G. G. Smith (2018). Assistant Men's Basketball Coach. B.S.
Eric B. Gabriel (2013). Assistant Men's Basketball Coach. B.A., M.S.
Keith Gatlin (2018). Assistant Men's Basketball Coach. B.S.
Scott D. Lombardi (2014). Director of Basketball Operations. B.S.
Noah Diebel (2018). Director of Player Development for Men's Basketball. B.S.
Ricky Hewell (2018). Men's Basketball Video Coordinator. B.A.
Alexis Bennett (2016). Head Women's Golf Coach. B.S. M.S.
Brady Gregor (2016). Head Men's Golf Coach. B.S., M.S.
Jon T. Torpey (2011). Head Men's Lacrosse Coach. B.A., M.Ed.
Kenny Broschart (2017). Assistant Men's Lacrosse Coach. B.S.
Justin Tuma (2018). Assistant Men's Lacrosse Coach. B.S.
Connor McKemey (2018). Men's Lacrosse Director of OPS. B.S.
Zach Haines (2019). Head Men's Soccer Coach. B.S., M.S.
Josh Gillon (2017). Assistant Men's Soccer Coach. B.S.
Travis Morris (2017). Assistant Men's Soccer Coach. B.S.
Mike Esposito (2005). Head Men's and Women's Cross Country and Track Coach. B.A.
Remy Tamer (2017). Head Women's Cross Country Coach. B.A.
Scott Hall (2015). Assistant Track & Field Coach. B.S. M.S.
Scott Houston (2015). Assistant Track & Field Coach. B.S.
Shamoya Pruitt (2017). Assistant Track & Field Coach. B.S.
Chelsea Banbury (2019). Head Women's Basketball Coach. B.S., M.B.A.
Jenna Burkett (2013). Assistant Women's Basketball Coach. B.S., M.B.A.

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

Sophie Albano-Aslisberg (2018). Director of Women's Basketball Operations. B.S.

Lyndsey T. Boswell (2009). Head Women's Lacrosse Coach. B.A.

Kelly McQuilkan (2017). Assistant Women's Lacrosse Coach. B.S.

Holly Turner (2018). Assistant Women's Lacrosse Coach. B.A.

Brandi Fontaine (2018). Head Women's Soccer Coach. B.S., M.S.

Chris Fox (2018). Assistant Women's Soccer Coach. B.S., M.S.

Kelsey Perrell (2018). Assistant Women's Soccer Coach. B.S.

Ryan Meek (2018). Head Volleyball Coach. B.S., M.A.

Jill Sikes (2018). Assistant Volleyball Coach. B.S., M.S.

Andrew D. Crossley (2013). Head Strength and Conditioning Coach. B.S., M Ed., C.S.C.S.

Josh Randall (2018). Assistant Strength & Conditioning Coach. B.S.

Will Sullivan (2019). Assistant Strength & Conditioning Coach. B.S.

Bookstore

Bill Holston (2003). Manager.

Jennifer Gonzalez (2016). Assistant Manager. B.A.

Elaine Clarke (2012). Textbook Manager. B.S.

Business Office

S. Brad Calloway (2019). Senior Vice President for Business Affairs. B.S., M.B.A., C.P.A.

Deborah S. Butt (2013). Vice President for Financial Affairs. B.B.A., CPA.

Nancy Y. Gordon (1999). Director of Business Services. B.S.

Gene Bunting (2014). Manager of Contracts and Procurement. B.S.

Jill L. Gutierrez (2016). Senior Accountant. B.S., M.B.A.

Tina L. Overby (2007). Manager of Accounts Payable. B.S.

Brian A. Shollenberger (2017). Manager of Financial Accounting. B.S., M.S., C.F.E.

Jennifer Firestine (2019). Purchasing/Receivables Accountant. A.A.

Alison V. Banther (2016). Accounts Payable Specialist, A.A.S.

Genine A. Davis (2018). Accounts Payable Assistant. B.B.A., M.B.A.

Career and Professional Development

William A. Gentry (2017). Director of Career and Professional Development. B.A., M.S., Ph.D.

Douglas L. Hall (2013). Assistant Director of Career and Professional Development. B.A., M.S., Ph.D.

Faith R. Cochran (2017). Assistant Director of Internships. B.A., M.A.

Bree T. Bonnema (2018). Career Advisor. B.A., M.B.A.

Emily H. Long (2014). Career Advisor. B.A., M.Ed.

Kellie F. McLeod (2012). Career Advisor. B.A., M.Ed.

Allen C. Unger (2018). Career Advisor. B.A., M.S.Ed.

Lindsay D. Scott (2015). Employer Relations Specialist. B.A.

Communications

Roger D. Clodfelter (1996). Senior Vice President for Communications. B.A.

Hillary C. Kokajko (2006). Assistant Vice President for Communication Management. B.A.

Pamela J. Haynes (2011). Assistant Vice President for Communications. B.A.

Melissa L. Anderson (2007). Senior Director of University Events. B.S.

Marideth M. Riggs (2009). Director of University Events. B.S.

Mary M. Ealley (2013). Director of Communication Management. B.S.

Lyndsey D. Ayers (2011). Director of Community Partnerships. B.A.

Katie Hamlin (2018). Media Relations Manager. B.A.

Elaina M. Huffman (2018). Communications Content Manager. B.J.

Elizabeth A. Ward (2019). Creative Project Manager. B.A.

Mary K. Crowder (2019). Lead Creative Project Manager.

Caren Bills (2019). Print Production Manager.

Deena Brancel (2019). Creative Communications Coordinator.

Madison Brazier (2018). Creative Content Coordinator. B.A.

Kaylee Billings (2016). Communication Specialist. B.A.

Kendyl Trevena (2018). Social Media Specialist. B.A.

Eli Baker (2016). Web Developer. B.S.

Luke D. Logan (2019). Web Developer. B.S.

Dalton C. Cox (2015). Producer/Video Editor.

William E. Linticum (2011). Presentation Support Specialist. B.A.

Tammy Ball (2019). Graphic Designer.

Becky Probert (2019). Graphic Designer.

Maddison R. Ferranti (2018). Event Planner. B.S.B.A.

Jeri Rowe (2015). Senior Writer. B.A.

Lee Adams (2017). University Photographer. B.A.

Dylan Denning (2017). Chief Campus Concierge. B.A.

Connor Harris (2018). Campus Concierge. B.A.

Traci Lane (2015). Campus Concierge.

Gabby Reklau (2018). University Receptionist. B.S.

Congdon School of Health Sciences

Daniel E. Erb (2011). Dean. B.S., M.S., Ph.D., P.T.

Jamie M. Martin (2007). Assistant to the Dean.

Margaret Wedde (2017). Department Administrator, Department of Physician Assistant Studies. B.B.A.

Jackie Barnes (2016). Clinical Education Specialist, Department of Physician Assistant Studies. C.H.B.C.

Shannon McNulty (2016). Medical Education Specialist, Department of Physician Assistant Studies. B.S.

William Vaile (2017). Manager of the Center for Medical Simulation, Department of Physician Assistant Studies. B.S.

Alexie D. Cline (2016). Curriculum Specialist, Department of Physical Therapy. B.A.

Tiffany T. Hughes (2016). Clinical Education Specialist, Department of Physical Therapy. B.A., M.S.

Rick Blake (2018). Clinical Recruiter, Department of Physician Assistant Studies. FACHE.

Melissa L. Marion (2014). Director of Employee Wellness. M.S., C.H.W.C.

Audrey E. Westbrook (2016). Biomechanics Research Engineer, Department of Physical Therapy. B.S., M.S.

Lisa Rudd (2019). Human Physiology Research Assistant, Department of Physical Therapy. B.A., M.S.

Deborah P. Bowman (2016). Administrative Assistant, Department of Physical Therapy. A.A.S.

Tyler Compton (2019). RAISE Fellow, Department of Physical Therapy. P.T., D.P.T.

Gretchen Sanchez (2019). Administrative Assistant, Pro Bono Clinic, Department of Physical Therapy. B.A.

The David R. Hayworth College of Arts and Sciences

Carole B. Stoneking (1991). Dean. B.A., M.Div., Ph.D.

Matthew T. Schneider (2008). Associate Dean. B.A., M.A., Ph.D.

Carol D. Peden (2007). Assistant to the Dean.

Earl N. Phillips School of Business

James B. Wehrley (1994). Dean. B.B.A., M.B.A., Ph.D.

Susan C. Clark (2009). Senior Manager. B.S.

Danielle L. Austin (2014). Operations Manager. B.A.

Paydon R. Shoaf (2019). Administrative Assistant to the School of Business. B.S.

Experiential Learning and Career Development

Stephanie O. Crofton (2001). Vice President for Experiential Learning and Career Development. B.A., M.S., Ph.D.

Karen M. Naylor (2001). Assistant Dean of Academic Services. B.S., B.A., M.B.A.

Joanne D. Altman (2011). Director of Undergraduate Research and Creative Works. B.A., M.A., Ph.D.

Brittney A. Carl (2013). Director of Student Success. B.A., M.Ed.

William A. Gentry (2017). Director of Career and Professional Development. B.A., M.S., Ph.D.

Jeffrey M. Palis (2017). Director of Global Education. B.A., M.A., Ed.D.

Marjorie R. Church (2006). Director of International Student Affairs. B.A., M.A., Ph.D.

R. Whitney Carroll (2017). Administrative Assistant. B.S.

Facility and Auxiliary Operations

Stephen L. Potter (2011). Vice President for Facilities and Auxiliary Operations. B.S.

Troy J. Thompson (2009). Director of Facility Operations. B.S.

Trey Walker (2017). Facility Operations Manager.

Jason M. Sweet (2013). Director of Construction. B.S.

Andrew Kibler (2018). Project Manager. B.A.

Brett H. McCurry (2010). Logistics & Warehouse Manager. B.S.

Andrea May (2014). Financial and Administrative Coordinator. B.S.

Alxandra Norton (2016). Administrative Assistant.

Fred Wilson School of Pharmacy

Earle W. Lingle (2014). Interim Dean. B.S., M.S., Ph.D.

Peter Gal (2014). Associate Dean for Academic Affairs. B.S. Pharm, Pharm.D., B.C.P.S., F.C.C.P., F.A.S.H.P., F.P.P.A.G.

Joy B. Greene (2014). Assistant Dean for Experiential Education. Pharm.D.

April Garner-Sharpe (2018). Department Administrator Basic Pharmaceutical Sciences & Clinical Sciences. B.S.

Kristen M. Hoskins (2015). Administrative Assistant to the Dean. B.A.

Diane Lamper (2017). Administrative Assistant for Experiential Education. B.A.

Gail Strickland (2016). Assistant for Assessment Services. B.S.

Scot McIntosh (2015). Laboratory Manager. B.S.

Alyssa Robinson (2017). Student Services and Recruiting Assistant. B.S., M.A.

Global Education

Jeffrey M. Palis (2017). Director of Global Education. B.A., M.A., Ed.D.

Marjorie R. Church (1998). Director of International Student Affairs. B.A., M.A., Ph.D.

Christopher E. Ferguson (2008). Study Abroad Advisor. B.A.

Kristen E. Cruz (2018). Coordinator of Global Education. B.A., B.A., M.A.

Honors Scholar Program

Nathan J. Hedman (2014). Interim Director. B.A., M.A., Ph.D.

Human Resources

J. Marc Sears (2018). Director of Human Resources. M.S., SHRM-SCP, SPHR, CEBS, Fellow ISCEBS.

DeAnna D. Milillo (2012). Human Resources Manager. B.S., M.S.
Whitney N. Neal (2013). Student Employment Program Manager.
Armekia P. Ware (2015). Payroll Manager. B.S.
Erica M. Marshall (2017). Payroll Specialist. B.B.A.
Teresa H. Allen (2018). Benefits Administrator. B.S.
Sherrice S. Battle f2018 Human Resources Coordinator. B.S.
Miche Jones f2018 Human Resources Coordinator. B.S.

Information Technology

Curtis Barker f2015 Senior Director of Information Technology. M.C.S.E.
Derek D. Brandon f2016 Manager of Business Solution Services.
Robert Sawyer f2017 Manager of Enterprise Application Services.
Scott J. Moffitt f2004 Manager of User Support Services. B.S.
Yixin Lu f2016 Manager of Educational Technology Services.
Jonathan B. Luther f2006 Server Administrator. B.S.
Douglass L. Smith f2009 Associate Server Administrator. B.S.
Josh McClure f2017 Network Analyst.
Andre N. Johnson f2011 Associate Network Analyst. B.S.
Nathaniel J. Cecil f2013 Information Security Specialist. B.A.
Stephanie Brantley f2017 Educational Technology Specialist.
Megan Lancaster f2018 Educational Technology Specialist.
Sam Griffin f2018 Instructional Designer.
Victoria J. LaMonte f2012 Business Analyst. B.S.
Ethan E. Englehorn f2016 Business Analyst.
Frank Fratoni f2017 Business Analyst.
Spencer L. Forney f2014 AV Systems Analyst. B.A.
Jacob T. Nienow f2016 AV Systems Analyst.
Malik L. Wheeler f2015 Computing Support Analyst.
Curtis D. McGrady f2015 Computing Support Analyst.
Jordan M. Deeter f2016 Computing Support Analyst.
Zak Campbell f2017 Computing Support Analyst.
Charles E. Sumners f2017 Computing Support Analyst.
Tiffany McCallum f2018 Computing Support Analyst.
Kevin D. Green f2011 Systems Specialist. B.S.
Karen H. Link f2013 Systems Specialist. B.S., M.S.
Will R. Lapiz f2014 Systems Specialist. B.S.
Toni M. Wooten-Wright f2016 Systems Specialist.
Justin T. Miller f2016 Systems Specialist.
Kevin B. Saylor f2016 Systems Specialist.
Nathan A. Thanos f2016 Systems Specialist.
Venelina Vateva (2018). Systems Specialist.
Chane'l Ware (2017). Helpdesk Associate.

Institutional Advancement

Christopher H. Dudley (1999). Senior Vice President for Institutional Advancement. B.S., M.S.
T. McKennon Shea, Jr. (2018). Assistant Vice President for Development. B.A., M.Div., Ed.D.
Rita S. Williams (2013). Director of Advancement Services. B.A., M.I.S.
Bradley G. Taylor (2015). Director of Alumni Engagement, B.A., B.S., M.Ed.
Erica N. Burroughs (2016). Director of Family Engagement and Annual Giving. B.A., M.S.F.F.I.
Darren L. Hill (2016). Director of Major Gifts – Athletics. B.A.
J. Bradley Purcell, J.D. (2019). Director of Gift Planning. A.B., M.A.
Denise G. Lanier (2014). Gift Processing Coordinator.
Andie C. Overbeck (2016). Coordinator of Family Programs. B.A.
Alexis S. Williams (2018). Alumni Engagement and Events Coordinator. B.S.
Kelli C. Messick (2018). Coordinator of Electronic Communications. B.A.
Sierra L. Rector (2019). Coordinator of Annual Giving. B.A.
Kimberly C. Maddrey (2015). Senior Advancement Officer. B.A.
Michael E. Tuttle (1992). Advancement Officer. B.A., M.S.
W. Michael Amos (2016). Advancement Officer. B.S.
Rachel DeCrane (2018). Advancement Officer. B.S., M.P.S.
Lisa A. Talavera, 2019, Advancement Officer. B.A.
Susan L. Sullivan (2011). Advancement Systems Manager. B.A., M.T.P.W.
Belinda Bailey (2018). Data Analyst. B.S., Ph. D
Gale N. Varner (1999). Administrative Assistant to the Senior Vice President. A.A.S.

Library

David L. Bryden (1990). Director of Library Services. B.A., M.L.S.
Josh Harris (2017). Media and Digital Services Librarian. B.A., M.F.A.
Jennifer Erdmann (2016). Head of Reference & Instruction Services. B.A., M.L.S.
Andrew F. Fair (2012). Evening Reference Librarian. B.A., M.L.I.S.
Robert L. Fitzgerald, Jr. (2006). Interlibrary Loan and Reference Librarian. B.F.A., M.L.I.S.
Karen K. Harbin (1980). Acquisitions Supervisor. B.A.
A. Leanne Jernigan (2011). R.G. Wanek Center Librarian. B.A., M.L.I.S.
Sheri A. Teleha (1999). Serials/Catalogue Librarian. B.A., M.L.S.
A. Lanita Williams (1987). Circulation Supervisor. B.A.
Alexandra Frey (2018). Head of Technical Services. B.A., M.L.I.S.

Mail Services

Sharon McCannless (2014) Manager of the University Mail Center.

Rita Simmons (2017). Team Leader.

Shirley R. Davis (2007). Package Delivery Coordinator.

Jordan T. Harrison (2007). Package Delivery Coordinator.

Julie Randle (2012). Package Delivery Coordinator.

Blake Harris (2017). Package Delivery Coordinator.

Rachel C. Parlier (2007). Mail Distribution Coordinator.

Nido R. Qubein School of Communication

Virginia M. McDermott (2010). Dean. B.S., M.A., Ph.D.

Donald L. Moore (2008). Operations Manager. B.A.

Mary Ann Graham (2018). Equipment Room Manager. B.S.

Martin N. Yount (2009). Director of Student Media. B.A.

Michelle P. Devlin (2007). Assistant to the Dean. B.M., M.M., D.M.A.

Norcross Graduate School

Jeffrey M. Adams (1996). Vice President for Research and Planning. B.A., M.A., Ph.D.

Jodi C. Moser (2008). Coordinator of Graduate Operations. B.A., M.A.

President's Office

Nido R. Qubein (2005). President. A.B., B.S., M.S.B.E., LL.D., L.H.D.

Judy K. Ray (2005). Administrative Assistant to the President.

Jeannie L. Derrow (2015). Office Assistant.

Research and Planning

Jeffrey M. Adams (1996). Vice President for Research and Planning. B.A., M.A., Ph.D.

James S. Lowrey (2013). Director of Research and Assessment. B.A., M.S.

Leanna C. Nicks (2018). Director of Research Administration and Sponsored Programs. B.A., M.A.

Lisa C. Williams (2010). Administrative Assistant to the Office of Research and Planning.

School of Art and Design

John C. Turpin (2011). Dean. B.S., M.S., Ph.D.

Martha Ashely (2018). Administrative Assistant to the School of Art and Design.

Security and Transportation

Jeffrey A. Karpovich (2008). Chief/Director, Security & Transportation. B.S., M.A., C.P.P., C.H.P.A., C.S.S.P.

Jay Atkins (2014). Major/Assistant Director, Security Field Operations. A.A., B.S.

Daryl E. Delagrangre (2005). Captain/Manager, Professional Development. A.A.S.

David M. Kearns (2009). Captain/Manager, A & D Teams and Special Events. A.A.S.

Dennis C. Schumaker (2010). Captain/Manager, Communications. A.A.S.

Derek Clark (2017). Captain/Manager, Transportation & Parking Services. A.A.S.

Derek S. Stafford (2011). Major/Assistant Director, Support Services. B.S.

Chip R. Southern (1991). Lead, Technical Specialist & Locksmith.

Stuart K. Black (2011). Life Safety Technical Specialist.

Lorrie L. Loftus (2005). Supervisor, Communications.

Valerie Peace (2017). Assistant Manager, Transportation and Parking Services.

Lori A. Stutts (2012). Lt./Compliance & Investigations.

Tony Weeks (2011). Lt./Supervisor, Day Shift (A Team)

Robert W. Hisey (2010). Captain/Manager, Technology. A.A.

Jeff Johnson (2016). Lt./Supervisor, Evening Shift (B Team Ph.D.)

Tyler Motley (2017). Fleet Coordinator. A.A.S.

Gus Porter (2013). Environmental Health, Safety, and Preparedness Manager. B.A., M.P.H., C.P.H.

Harry B. Hueston (2013). Emergency Preparedness and Safety Coordinator. A.A.S.

David Brown (2016). Sgt./Investigations & Crime Prevention.

Bobby Morris (2015). Captain/Manager, B & C Teams.

Service Learning

Joseph D. Blosser (2011). Robert G. Culp, Jr. Director of Service Learning. B.S., M.Div., Ph.D.

Carla L. Kozma (2010). Assistant Director of Service Learning. B.A., M.A., Ph.D.

Stout School of Education

Mariann W. Tillery (1991). Dean. B.A., M.S., Ph.D.

Thomas W. Albritton, Jr. (1989). Associate Dean. B.A., M.A., Ph.D.

Sarah F. Vess (2011). Associate Dean. B.S., M.Ed., Ph.D.

Tammy T. Hines (2008). Administrative Assistant. A.A.S.

"It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things."

– Leonardo da Vinci

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Student Accounts

- Megan Inch (2018)**. Associate Director of Student Accounts.
Joyce E. Williams (2011). Assistant Director of Student Accounts.
Jennifer Foster (2018). Senior Student Accounts Coordinator.
Ginger G. Lewis (2006). Accounts Receivable Coordinator.
Jeffrey Lewallen (2019). Office Coordinator.

Student Financial Planning

- Ron J. Elmore (2011)**. Director of Student Financial Planning. B.S., M.Ed.
Sandra H. Norris (2000). Associate Director of Student Financial Planning. B.S.
Tracie Robinson (2019). Data Systems Administrator. B.A.
Casey L. Routh (2009). Assistant Director of Student Financial Planning. B.S.
Cana G. Hill (2014). Counselor. B.S., B.F.A.
Amra Ceric (2016). Counselor. B.A.
Kristin Turner (2017). Counselor. B.A.
Hannah E. Hagans (2019). Counselor. B.S.
Carmen Holt-Majette (2017). Administrative Assistant.

Student Health Services

- Marnie S. Marlette (2014)**. Medical Director. M.D.
Alicia Bouska (2013). Physician Assistant. P.A.-C.
Rhys Wittenberg (2010). Nurse Practitioner. F.N.P.-C.
Vicki Reynolds (2018). Office Manager.
Susan Disher (2011). Clinical Coordinator. L.P.N.
Kelly Mounts (2019). Immunization Compliance Administrator. C.M.A.
Sytwesha K. Washington (2010). Medical Assistant. C.M.A.
Melissa Lambeth (2016). Medical Assistant. C.M.A.
Lori Fisher (2017). Medical Assistant. C.M.A.
Peggy Michael (2017). Medical Assistant. C.M.A.
Melissa Byrd (2016). Receptionist.
Lauren Manual (2018). Receptionist.

Student Life

- Gail C. Tuttle (1985)**. Senior Vice President for Student Life. B. Bus. Ad., M.P.A.
Tara K. Shollenberger (2007). Assistant Vice President for Student Life. B.A., M.S., Ed.D.
Scott Wojciechowski (2015). Assistant Vice President for Student Life. B.S., M.Ed., M.A.

- Erica D. Lewis (2008)**. Assistant Vice President for Student Life. B.S.
Rebecca Berger (2019). Director of Accessibility and Resource Services. B.S., M.S., C.R.C.
Dana M. Bright (2009). Accessibility Specialist. B.S., M.Ed.
Kimberly L. Pope (2014). Accessibility Specialist. B.S., M.Ed.
Anna M. Strej (2013). Technology Specialist. B.S.
M. J. Raleigh (2017). Executive Director of Counseling Services. Ph.D., N.C.C., L.C.M.H.C., L.P.C.S.
Emily S. Jennings (2014). Assistant Director of Counseling Services. B.A., M.Ed., L.P.C., N.C.C.
Amber S. Kelley (2014). Clinical Counselor. B.A., M.Ed., L.P.C., N.C.C., A.C.A.
Cynthia R. Palmer (2019). Clinical Counselor. B.A., M.A., L.M.F.T.
Tiffany Longjohn (2018). Clinical Counselor. L.P.C., L.C.A.S.
Brittani D. Hunt (2015). Director of Multicultural Affairs. B.B.A., M.Div.
Brenden A. Hargett (2018). Addiction Specialist. B.A., M.S., Ph.D., L.P.C., L.C.A.S., N.C.C.-M.A.C.
Nicola Aguilera (2018). Clinical Counselor. B.A., M.S., N.C.C., L.P.C.
Megan Karbley (2018). Director of Title IX. B.A., M.Ed.
Crystal D. Crouse (2018). Assistant Director of Student Conduct. B.S., M.S.
Elizabeth Hinson (2017). Coordinator of Residential Services. B.S., M.Ed.
Tyresa N. Foster (2015). Director of Housing Operations. B.A., M.S.A.
Melissa Garcia de la Noceda (2018). Assistant Director of Campus Engagement and Student Activities. B.A.
Christopher M. Allred (2009). Director of Recreation Services. B.S.
Austin C. Wilson (2013). Coordinator of Recreation Services. B.S.
Amy K. Reynal (2015). Coordinator of Campus Fitness Programs. B.S., M.S.
Jennifer Cotto-Ecklund (2017). Area Coordinator. B.A., M.A.
Quintin Tucker (2018). Area Coordinator. B.S., M.S.
Jordan Cady (2017). Coordinator of Residential Life. B.A., M.S., N.C.C.
Shawn Lorelli (2018). Resident Director. B.A., M.Ed.
Nathan Pede (2018). Resident Director. B.A., M.Ed.
Shauna Zupan (2018). Resident Director. B.S, M.S.
Hillary Poston (2018). Resident Director. B.S, M.Ed.
Kara Hanson (2018). Resident Director. B.A.
Kirby P. Jones (2018). Resident Director. B.A., M.S.
Kelly N. Hook (2018). Resident Director. B.A., M.Ed.
Breanna McKnight (2019). Resident Director. B.S
Bianca Smith (2019). Administrative Assistant. B.S.
Jessica Younts (2017). Manager of Student Life Operations. B.S.
Hillary Dyer-Paschall (2017). Counseling Office Assistant. A.A.
Jodeci Paige (2019). Office of Accessibility and Resource Services.



Student Success

- Brittney A. Carl (2013)**. Director of Student Success. B.A., M.A.
Pamela H. Francisco (2014). Senior Success Coach. B.A., M.Ed.
Daniel Allen (2017). Student Success Coach. B.S., M.Ed.
Michael CasaSanta (2017). Student Success Coach. B.S., MBA.
Hilah T. Cook (2014). Student Success Coach. B.A., M.Ed.
Lance J. Dunlap (2012). Student Success Coach. B.A., M.Ed.
Lindsey Griffin (2018). Student Success Coach. B.S., M.A.
Matthew Killian (2018). Student Success Coach. B.A., M.S.Ed.
Cory Kirby (2019). Student Success Coach. B.S., M.A.
Giselle Mansi (2017). Student Success Coach. B.A., M.Ed.
Taylor Pentz (2019). Student Success Coach. B.A., M.S., Ed.S.
Stacy Rogers (2018). Student Success Coach. B.S., M.S.
Travis Wright (2019). Student Success Coach. B.A., M.Ed.
Na'tosha Brooks (2017). Administrative Assistant. B.A.

Survey Research Center

- Martin J. Kifer (2009)**. Director. B.A., M.A., Ph.D.
Brian R. McDonald (2014). Assistant Director. B.B.A., M.B.A.

Undergraduate Research and Creative Works

- Joanne D. Altman (2011)**. Director of Undergraduate Research and Creative Works. B.A., M.A., Ph.D.

University Chapel

- Preston A. Davis (2013)**. Minister to the University. B.A., M.Div.
Amy Epstein (2018). Jewish Life Coordinator, B.A.
J. Alexander Ward (2017). Clergy in Residence. B.A., M.Div., D.Min.
Andria Williamson (2017). Manager of Chapel Programs. B.A.

University Events

- Melissa L. Anderson (2007)**. Senior Director of University Events. B.S.
Marideth M. Riggs (2009). Director of University Events. B.S.
Maddison R. Ferranti (2018). Event Planner. B.S.B.A.

University Registrar

- Daniel K. Brooks (2014)**. University Registrar. B.S., B.A., M.P.P.M.
Ann M. Miller (1981). Senior Associate University Registrar. B.A., M.Ed.
Ginny Bobbitt (2018). Associate University Registrar. B.S., M.M.
Ashley B. Darr (2010). Assistant Registrar and VA Certifying Official. B.A.
Debra B. Scott (1995). Student Information Systems Specialist. B.S., M.P.A.
Phylise S. Bartlett (2016). Academic Records Manager. B.S.
Michelle Kirk (2019). Transcript Coordinator. B.S.



Faculty Seminars		Week of August 12–16
First-Year Students Arrive	St	August 17
Opening Convocation	Sn	August 18
Upperclassmen Arrive	Sn	August 18
Academic Orientation/Common Experience Activity	M	August 19
Drop/Add/Late Registration	M	August 19
Classes Begin (Day)	Tu	August 20
Last day to add courses or change from grade to audit	T	August 27
Last day to drop without record	T	August 27
Admissions Fall Open House	St	September 14
Family Weekend	F–Sn	September 20–22
Mid-Term	W	October 9
Fall Break Begins (end of classes)	F	October 11
Admissions Fall Open House	M	October 14
Fall Break Ends (7:00a.m.)	M	October 21
Last day to drop with a W grade	M	October 25
Homecoming	F–Sn	October 25 – 27
Admissions Fall Open House	St	October 26
Registration Begins	Tu	November 12
Thanksgiving Holiday Begins (after classes)	Tu	November 26
Thanksgiving Holiday Ends (7:00 a.m.)	M	December 2
Last Class Day of Semester	W	December 4
Reading Day	Th	December 5
Exams Begin	F	December 6
Exams End	Th	December 12

HIGH POINT FURNITURE MARKET: October 19–23, 2019; April 25–29, 2020

Rosh Hashana: September 30–October 1, 2019

Yom Kippur: October 9, 2019

Hanukkah: December 23–30, 2019

Passover: April 8–26, 2020

Ramadan: April 23, 2020

Spring Semester | 2019

Orientation for New Students	Sn	January 12
Late Registration	M	January 13
Classes Begin	M	January 13
Martin Luther King Day (no classes)	M	January 20
Last day to add a course or change from grade to audit	Tu	January 21
Last day to drop without record	Tu	January 21
Presidential Scholars Weekend I	F–St	February 7–8
Family Weekend	F–Sn	February 14–16
Innovation Summit	Sn–M	February 16–17
Presidential Scholars Weekend II	F–St	February 21–22
Mid-Term	W	March 4
Mid-Semester Break Begins (end of classes)	F	March 6
Mid-Semester Break Ends (7:00 a.m.)	M	March 16
Last day to drop with a W grade	F	March 20
High Point Scholars Summit	St	March 21
Freshman Orientation (two day event)	F–St	March 27–28
Admitted Student Day	St	April 4
Admissions Spring Open House	Th	April 9
Good Friday (No Classes)	F	April 10
Easter Monday (No Classes)	M	April 13
Freshman Orientation (two day event)	F–St	April 17 – 18
All University Honors Program (no classes)	T	April 21
Last Class Day of Semester	W	April 29
Reading Day	Th	April 30
Exams Begin	F	May 1
Exams End	Th	May 7
Baccalaureate	F	May 8
Commencement	St	May 9
<hr/>		
May Term 2019:		May 11 – June 5
Summer Session 1:		June 8 – July 2
Freshman Orientation (two day event)		June 19 – June 20
Summer Session 2:		July 6 – July 31
Admissions Open House		July 8
Freshman Orientation (two day event)		July 17 – July 18
Transfer Orientation		July 17

High Point University reserves the right to change this calendar without notice or obligation.

Updated 3/20/2019

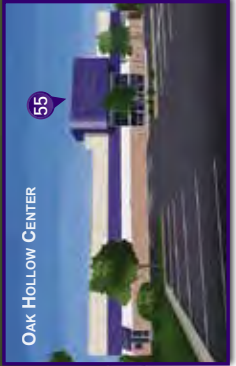


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HIGH POINT UNIVERSITY

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Blessing Residence Hall.....	30	Fred Wilson School of Pharmacy.....	48	North College Terrace Apartments.....	45	Steele Sports Center.....	36
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**The mission of High Point University
is to deliver educational experiences
that enlighten, challenge, and prepare
students to lead lives of significance in
complex global communities.**



HIGH POINT UNIVERSITY

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