



HIGH POINT UNIVERSITY

# Undergraduate Bulletin

2023-2024



[highpoint.edu](http://highpoint.edu)

# High Point University

One University Parkway  
High Point, North Carolina 27268

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High Point University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's, master's, and doctoral degrees. High Point University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of High Point University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4097, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

The Stout School of Education at High Point University is accredited by the Council for the Accreditation of Educator Preparation (CAEP), [www.caepnet.org](http://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.

High Point University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; (703) 437-0700; [info@arts-accredit.org](mailto:info@arts-accredit.org).

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remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards.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 is accredited by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 2850, Chicago, IL 60503, (312) 644-3575; FAX (866) 228-2631; website [www.acpe-accredit.org](http://www.acpe-accredit.org).

Effective May 12, 2020, the Doctor of Physical Therapy program at High Point University is accredited 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](mailto:accreditation@apta.org); website: <http://www.captionline.org>). If needing to contact the program/institution directly, please call (336) 841-4596 or email [jtaylor@highpoint.edu](mailto:jtaylor@highpoint.edu).

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 the Advancement and Support of Education
- The North Carolina Association of Colleges and Universities
- National Collegiate Athletic Association, Division I
- North Carolina Independent Colleges and Universities
- The Council of Graduate Schools
- The Conference of Southern Graduate Schools
- The National Council for State Authorization Reciprocity Agreements
- The North Carolina Conference of Graduate Schools
- The United States Department of State, Bureau of Diplomatic Security, Overseas 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, ethnicity, 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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### University Switchboard

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# Letter from the President

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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 62 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









# The University

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## 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

High Point University's inspiring environment, caring people, and engaging education equip graduates for success and significance by cultivating the values, knowledge, mindset, and skills necessary to thrive in a competitive and rapidly changing world.

## 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 work-place 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 32, and nearly 6,000 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 19<sup>th</sup> 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 Servicemen's Readjustment Act of 1944 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 500 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 114,000, 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 6,000 undergraduate and graduate students from 31 countries and 46 states.

**Faculty.** 350 full-time instructional 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 School of Arts and Design, the Earl N. Phillips School of Business; the Nido R. Qubein School of Communication; the Workman School of Dental Medicine; the Stout School of Education; the Webb School of Engineering; the Congdon School of Health Sciences; the School of Humanities and Behavioral Sciences; the Kenneth F. Kahn School of Law; the Wanek School of Natural Sciences; the School of Nursing; the School of Optometry; the Fred Wilson School of Pharmacy.

**Degrees.** Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science (B.S.), Bachelor of Science in Business Administration (B.S.B.A.), Bachelor of Science in Nursing (B.S.N.), 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 Dental Medicine; Doctor of Education (Ed.D.), Doctor of Medical Science (D.M.S.), Doctor of Optometry (O.D.), Doctor of Pharmacy (Pharm.D.), Doctor of Physical Therapy (D.P.T.), Juris Doctor (J.D.).

**Majors.** Accounting; Actuarial Science; Advertising, Public Relations, and Strategic Communication; Biochemistry; Biology (B.S. and B.A.); Business Administration; Chemistry (B.S. and B.A.); Computer Engineering; Computer Science (B.S. and B.A.); Criminal Justice; Cybersecurity; Dance; Data Analytics and Statistics; Data Science; Design Studies; Electrical Engineering; Elementary Education; English; Entrepreneurship; Event Management; Exercise Science; Fashion Merchandising; Finance; French and Francophone Studies; Game Design; General Fine Arts; Health and Physical Education; Health and Wellness; History; Hospitality Management; Individualized Major; Interior Design; International Business; International Relations; Journalism; Marketing; Mathematical Economics; Mathematics (B.S. and B.A.); Media Production; Middle Grades Education; Music; Neuroscience; Nursing; Oral Health; Philosophy; Physics (B.S. and B.A.); Political Science; Popular Culture and Media Production; Psychology; Religion; Sales; Social Media and Digital Communication; Sociology and Anthropology; Spanish; Special Education; Sport Management; Sports Media; Studio Art; Studio Graphic Design; Theater.

**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 (theater), 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 mind-set 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 500 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 21<sup>st</sup> 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).** Belk Hall is a suite-style residence hall for 134 students. Each suite has entrance from an outside balcony-walkway, four rooms, and a lounge area. Belk has convenient parking, free laundry facilities, and wireless internet.

**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 houses 309 students in one-, two-, or four-person units near 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 a 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, 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, the Learning Excellence Program, and the Office of Accessibility Resources and Services are also housed in Smith Library.





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**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, 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, 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, comfortable study spaces, free laundry facilities and wireless internet.

**Nido and Mariana Qubein Arena and Conference Center, and the Jana and Ken Kahn Hotel (2021).** This arena complex is the home of HPU's men's and women's basketball programs, as well as a venue for major events, speakers, concerts, entertainment, academic symposia, and recreational activities. The arena seats 4,500 spectators and includes luxury suites, locker rooms, staff offices, concession stands, a merchandising area, media suite, film room, press conference room, weight room, athletic training room, hospitality area, high tech audio and video equipment, a practice gym, and a ticket office. The conference center provides event space for growing undergraduate and graduate programs, student groups, and community organizations. It seats up to 2,500 individuals and can be subdivided into smaller venues with lighting, sound, and video for state-of-the-art presentations. The hotel provides 30-40 residential rooms with dining facilities and meeting rooms.

**Nido R. Qubein School of Communication (2009).** Houses majors in Event Management, Game Design, Journalism, Popular Culture and Media Production, Media Production,



Sport Management, Sports Media, and Strategic Communication. It includes state-of-the-art technology and is home to HPU Radio, a TV news station, E-Sports facilities, as well as classrooms and faculty offices.

**Norcross Hall (1954/2006).** Norcross Hall houses the offices of Graduate Operations, Institutional Research and Assessment, and Research Administration and Sponsored Programs, as well as the Center for Innovative Teaching and Learning and the IT Helpdesk. It also supports office space for the departments of Anthropology & Sociology, English, and Criminal Justice.

**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, televisions, free laundry facilities, and wireless internet.

**North College Town Homes, Terrace and Court (2011).** Located on North College Drive less than 1 mile from campus, these town homes and apartments provide another living alternative for upperclassmen.

**Norton Hall (2004).** 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 Theater and the costume design lab.

**Panther Commons (2023).** The Panther Commons building at High Point University consists of over 170,000 square feet of mixed-use space, including residential, dining, and collaborative spaces. Panther Commons is a vibrant hub for student activities and social gatherings. It offers various amenities, including dining halls, game rooms, and study spaces, creating a dynamic and inclusive environment for students.

**Parkway Commons (2022).** Parkway Commons is a 50,000 square foot facility that is equipped with state-of-the-art resources essential to preparing 21<sup>st</sup> century nursing students for the workforce. The Nursing Skills Lab has 14 diverse low to high fidelity simulators. In addition, there are three high fidelity simulation suites to assure student preparation across the lifespan.

**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 Building (2009).** This facility 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, and the Office of Communications.

**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 houses the University's juvenile book collection and has its own resource center 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 houses the programs in biology, chemistry, and physics. It features 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. This facility includes handicap rooms; comfortable study areas, free laundry facilities, and wireless internet.

**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.









## 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:

<b>Early Decision</b>	Application Date: Nov. 1 Notification Date: Nov. 20
<b>Early Decision II</b>	Application Date: Feb. 1 Notification Date: Feb. 15
<b>Early Action</b>	Application Date: Nov. 15 Notification Date: Dec. 15
<b>Regular Decision (Priority)</b>	Application Date: Feb. 1 Notification Date: Mar. 1
<b>Regular Decision (Final)</b>	Application Date: Mar. 1 Notification Date: Apr. 1

*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) an application for admission and \$50 application fee;
- 2) official high school transcript(s);
- 3) a School Report Form; and
- 4) at least one letter of recommendation. A campus visit is strongly recommended.

SAT and/or ACT scores are optional for regular admission.

To request information for the undergraduate program, contact the Office of Undergraduate Admissions at 800-345-6993.

Students may apply online at:

(<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

### 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 enrolled at a post-secondary institution following high school graduation will be considered transfer students. Students with 24 or more semester hours of college-level work will be evaluated for admission based on their college-level work.

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/admissions/transfer-admissions](http://www.highpoint.edu/admissions/transfer-admissions).
2. Ask your guidance or college counselor to send your official high school transcript to the Office of Undergraduate Admissions or upload to [www.slate.org](http://www.slate.org).
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 Dean's Release Form to the Dean of Students (or similar University official) at the college/university that you have most recently attended. The Dean's Release Form can be found at on the application for admissions.
4. Please provide one letter of recommendation.

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.

## Veteran Benefits

Veterans Affairs benefit enrollment certification is handled by the School Certifying Official in the Office of the University Registrar.

High Point University is on the list of approved institutions that can provide training under the Department of Veterans Affairs Educational Training Program. When enrolling at High Point University, the veteran or veteran's dependent should present a Certificate of Eligibility to the School Certifying Official in the Office of the University Registrar requesting that certification of enrollment be sent to the VA.

This Certification of Enrollment is necessary before educational benefits can be received.

For more information please visit: <https://www.highpoint.edu/registrar/va-educational-benefits/>



## 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 80 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 105 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 INTERLINK Intensive English Program.
  - ✓ Successfully completed ELS Level 112 at an ELS Language Center.
  - ✓ attended at least 2 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.



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 United States. The form I-20 is issued only after the following conditions are met:

1. The student is formally accepted by HPU.
2. The student provides a certificate of financial support.
3. The student provides a copy of the photo page of his/her passport.

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 U.S. 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 U.S. 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 13<sup>th</sup> 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.



"Anyone who has never made a mistake has never tried anything new."  
—Albert Einstein

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## 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): 80 or higher.
- IELTS: 6.5 or higher.
- Duolingo: 105 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.

## Visiting Student Status

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

By 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 academic ineligibility, the application for readmission must be accompanied by a letter of appeal addressed to the Office of Academic Affairs. The letter must include a plan to remedy prior academic deficiencies. Applicants who are currently on a disciplinary suspension will not be reviewed for readmission until their suspension ends and the Office of Student Life certifies all requirements for return to campus have been completed. 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 recognizes the value of the in-person learning experience and awards credit for coursework completed on campus or at other regionally accredited institutions of higher learning. The University does not award academic credit for life experiences outside the classroom or for non-traditional instruction completed through the workplace. Detailed information regarding the University's transfer policies are outlined in the section that follows.

### Credit for Prior College Work

Credit will be given for academic work completed at any regionally accredited college or university, provided that such work is compatible with the curricula at High Point University.

- A maximum of 64 semester hours may be awarded from a two-year or community college.
- A maximum of 80 semester hours may be transferred from a senior institution or from a combination of coursework at two-year and four-year schools.
- Credits accepted by transfer will be shown on the High Point University transcript but will not be calculated into the student's grade point average at HPU. A grade of C or better is required for a student to earn transfer credit.



- Students who transfer to High Point University with the A.A. or A.S. degree and a minimum 2.0 grade point average (on a 4.0 scale) from a North Carolina Community college will receive up to 64 semester hours of transfer credit.
  - With the exception of the foreign language activity requirement (which is waived for students with an A.A. or A.S. degree), all lower division (1000/2000-level) general education requirements will be considered complete. Students who do complete an acceptable foreign language and/or physical education activity course as part of their requirements for the Associate Degree will satisfy these requirements at High Point University as well.
  - Students who transfer to HPU under this agreement will be required to complete the University's upper-division global studies requirement.
- The University's general education requirements remain in effect for all students not participating in the articulation agreement. The transcripts of students who transfer before completing the degree will be evaluated on a course-by-course basis, and transfer students who do not complete the A.A. or A.S. degree must meet all general education requirements in effect at HPU.

### 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.









# Educational Fees

## 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 2023–2024

Tuition & Fees (Incoming Students).....	\$46,548
Tuition & Fees (Returning Students).....	\$44,208
Room (Tier 1) & Dining Plan.....	\$19,128*

*\*Includes the North Carolina Dining Tax*

There will be an additional charge for students choosing a room other than a Tier 1. The additional charge ranges between \$4,494 and \$18,492 per year, depending on the specific residence hall and room type.

An additional fee of \$1,500 per year will be applied to international students to offset costs associated with the comprehensive academic and support services unique to international students.

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 \$1,291 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 and 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.

## 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 per-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 on June 30<sup>th</sup>. 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 ([www.highpoint.edu/studentaccounts](http://www.highpoint.edu/studentaccounts)). 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.

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

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 receive a diploma or 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 TouchNet.

Payment plans allow families to pay semester expenses in 5 equal installments per semester, with the Fall plan starting on June 1<sup>st</sup> and the Spring plan starting on November 1<sup>st</sup>. These plans are 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 these plans can be found on the Student Account website ([www.highpoint.edu/studentaccounts](http://www.highpoint.edu/studentaccounts)).

Families with payment plan accounts terminated for delinquent payments will not be able to use the plan as method of payment in future semesters. Families with multiple returned payments may be required to pay with certified funds in the future.

### 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 charges will be prorated weekly over the first three weeks of the semester. After the third week, 100% of the charges will be charged and no re-fund will be issued. The prorated credit schedule is shown below.

<b>Date</b>	<b>Tuition Credited*</b>
Before classes begin	100%
First week of classes	75%
Second week of classes	50%
Third week of classes	25%
After third week of classes	0%

*\*Minus Deposit*



Depending upon student status at the time of withdrawal or leave of absence (LOA) from the University, and if Federal Title IV 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 or taking LOA from the University. To officially withdraw or take LOA from the University, a student must report to the Office of Student Life. Students wishing to withdraw or take LOA 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 or takes LOA from the university after classes begin for the semester will be responsible for any financial obligation in accordance with the refund schedule listed above. A student that withdraws or takes LOA from a course or courses after the first week of classes but does not withdraw from the University will be responsible for any financial obligation associated with that course or courses.

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.

Regardless of the learning environment, tuition and fees will remain the same. The tuition and fees you pay are in exchange for learning, academic credit, and certain non-academic services that will be provided whether your courses are offered in person, in a hybrid environment, or entirely online.

### **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. 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 unless there is a financial aid credit and the charge occurs during the book voucher period. 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 account, funds will be transmitted

directly into their personal bank accounts via Direct Deposit if correctly set up. Enrollment in Direct Deposit is recommended for all students.

### **Accident, Hospitalization and Surgical Insurance**

High Point University offers to all of its full-time undergraduate and graduate health profession students an accident, hospitalization, and surgical insurance plan. This coverage is mandatory unless they are covered under a comparable medical insurance plan. The mandatory coverage must be specifically waived through procedures described by the Office of Student Accounts. Details of the student insurance plan can be found on the Student Accounts website.







## 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 starting October 1<sup>st</sup> each year online at <https://studentaid.gov/h/apply-for-aid/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 December 31<sup>st</sup>.

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](http://www.highpoint.edu/financialplanning)), via phone (336-841-9124), or via e-mail ([finplan@highpoint.edu](mailto:finplan@highpoint.edu)).

## Types of Financial Assistance

### Federal Student Financial Aid Programs

High Point University participates in the Title IV 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.

In order to be awarded any form of federal funding, the University must first receive a valid Free Application for Federal Student Aid (FAFSA) for the award year. Students may be required to complete a verification of the information they have submitted on their FAFSA to ensure its accuracy or to resolve any conflicting information before they will be packaged for any aid.

### 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 N.C.

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 <https://ncresidency.cfnc.org/residencyinfo/>) within 30 days of the start of the semester 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 and athletic scholarships awarded through the athletics department, 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 freshmen 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 their search by visiting [https://highpoint.wd1.myworkdayjobs.com/HighPoint\\_Student](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 336-841-9491 or via e-mail at [sep@highpoint.edu](mailto: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 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 (Repeat), FA (Failure Due to Absences), FH (Failure Due to Honor Code Violation), or WA (Involuntary Withdrawal Due to Absences) are not considered satisfactory completion of a course; therefore, these grades do not yield earned hours. They do, however, count as attempted hours.
2. A grade of Incomplete can become acceptable as earned hours only if the course requirements are completed within the time prescribed by the University and the student earned 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 calculations.
  - While grades of W, I, CR, NC, FA, FH, and 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 needed 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 previously 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 unbecoming of a High Point University student and which brings discredit to the student and/or to the University;*
- *Every student is honor-bound to refrain from cheating;*
- *Every student is honor-bound to refrain from collusion;*
- *Every student is honor-bound to refrain from plagiarism;*
- *Every student is honor-bound to confront a violation of the Honor Code;*
- *Every student is encouraged to report a violation of the Honor Code.*

## Student Life at High Point University

The following statements describe student life at High Point University. For more detailed information, see the *Student 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 *Student 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 "equip graduates for success and significance by cultivating the values, knowledge, mindset, and skills necessary to thrive in a competitive and rapidly changing world" (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, whether on or off campus.

## 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.



High Point University's inspiring environment, caring people, and engaging education equip graduates for success and significance by cultivating the values, knowledge, mindset, and skills necessary to thrive in a competitive and rapidly changing world.

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## 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 *Student Guide to Campus Life* that directly affects them. Third party reporting is not accepted.

## High Point University Rights and Responsibilities

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 offered on or off campus.

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 development, whether personal, social, or academic. Therefore, we assert the following:

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

In accordance with Title IX, 34 CFR Part 106, and university standards, High Point University is committed to operating educational programs and activities that are free from sex-based and gender-based discrimination and sexual misconduct. This mission also extends to admissions and employment. HPU takes all allegations of sex-based and gender-based discrimination and sexual misconduct seriously. We welcome your involvement in fostering a campus community that strives to prevent sex-based and gender-based discrimination and sexual misconduct in all their forms and to respond compassionately to and support the parties involved.

The Title IX Coordinator has the primary responsibility for coordinating High Point University's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remedy, and prevent discrimination, harassment, and retaliation prohibited under this Policy.

The Title IX Coordinator can answer questions and address any concerns about Title IX, 34 CFR Part 106, and university policy. Inquiries about the application of Title IX and 34 CFR Part 106 may also be referred to the assistant Secretary at the Office for Civil Rights (U.S. Department of Agriculture, 1400 Independence Avenue, SW, Washington, DC 20250, Mail Stop 0115, Phone: (202) 720-3808). High Point University's grievance process can be found below and on High Point University's Title IX and Sexual Misconduct webpage ([www.highpoint.edu/title-ix](http://www.highpoint.edu/title-ix)).

### Reporting Discrimination, Harassment, and Retaliation

A report of a violation of High Point University's Title IX and Sexual Misconduct policies may be reported at any time, regardless of the length of time between the alleged offense and the decision to report. Students may choose to make an anonymous report. High Point University encourages reporting so that we can provide individuals with support and resources. Complainants also are encouraged to report incidents of sexual offense to the local police department.

Reporting carries no obligation for the complainant to initiate a formal complaint or investigation. High Point University observes complainants' requests to forgo a formal investigation unless there is a compelling threat to health or safety. A compelling risk to health and/or safety may result from evidence of patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence.

An individual can submit a report using the reporting form on the HPU Title IX and Sexual misconduct website ([www.highpoint.edu/title-ix](http://www.highpoint.edu/title-ix)) or contact the following individuals at any time:

Ms. Nicole Rios  
Title IX & 504 Coordinator  
327 Couch Hall  
336.841.9138  
[nrios@highpoint.edu](mailto:nrios@highpoint.edu)  
[titleIX@highpoint.edu](mailto:titleIX@highpoint.edu)

Ms. Nicole Hundt  
Deputy Title IX Coordinator  
Sr. Director of Housing & Residence Life student Affairs  
Slane Student Center, Third Floor  
336.841.

After normal business hours and on weekends, students may also contact HPU Security at 336.841.9111 to reach staff on call for an immediate response.

Additional information about Title IX grievances, including procedures for making a formal complaint of sexual misconduct, may be found in the Title IX Policy, which can be obtained by contacting the Office of Title IX, viewing the *Student Guide to Campus Life*, or visiting the HPU Title IX web page.

### **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, while on the University campus or through University sponsored events. 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, or practices. The term "Program" does not include: (1) 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. Departments, programs, or events may have additional and/or separate minor policies that one must adhere to.

This Policy does not apply to students enrolled at 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 materials (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 kind 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 Requirement**

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

#### a. Register the programs

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;



"Be of good cheer. Do not think of today's failures, but of the success that may come tomorrow. You have set yourself a difficult task, but you will succeed if you persevere, and you can find a joy in overcoming obstacles."

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—Helen Keller

- 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.

## Procedure for 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 to the extent practicable. This Procedure cannot be used to challenge the finding of the

Executive Committee of the University, a standing committee whose decision is final. Furthermore, this procedure is not intended to address complaints re-garding sex-based/gender-based discrimination or sexual mis-conduct. 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 Care Case Manager in the Office of Student Life, 3<sup>rd</sup> floor, John and Marsha Slane Student Center, (336) 841-9231. Because a student complaint can involve any aspect of the University, the Care Case Manager 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. The form can be found at <http://www.highpoint.edu/studentcomplaint>. When submitted, the complaint is routed to the Care Case Manager. The complaint form should be submitted as soon as possible after the event giving rise to the complaint, preferably by the end of the semester in which it arises or within ten days after the incident giving rise to the complaint, whichever is later. When completing the Student Complaint Form, the student is expected to write about each of the following factors as it relates to the complaint:

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

#### **Facilitation of a Written Complaint**

The Care Case Manager 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 who are responsible for handling complaints include:

- **Accessibility Related Discrimination**  
504 Coordinator, Couch Hall
- **Athletics & NCAA Violations**  
Athletic Director, Jerry and Kitty Steele Center
- **Information Technology**  
Vice President for Enterprise Information Technology, Norcross Hall
- **Dining Services**  
Director of Hospitality Services, North College Administration Building
- **Discrimination**  
Senior Director of Diversity and Inclusion, John and Martha Slane Student Center; Director of Human Resources, North College Administration Building
- **Facilities**  
Vice President for Facilities and Auxiliary Operations, N. College Administration Building
- **Financial Aid**  
Senior Director of Student Financial Services, Roberts Hall
- **Accessibility Resources**  
Director of Accessibility Resources and Services, 4<sup>th</sup> Floor, Smith Library
- **Parking**  
Director of Security and Transportation, North College Administration Building
- **Residence Life**  
Senior Director of Residence Life and Housing, John and Martha Slane Student Center
- **Sexual Misconduct**  
Title IX Coordinator, Couch Hall or North College Administration Building
- **Student Accounts/Billing**  
Senior Director of Student Financial Services, Roberts Hall
- **Student Conduct Code Violation**  
Senior Director of Care and Conduct, John and Martha Slane Student Center

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.

#### **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 Student Life.

#### **Retaliation**

The University prohibits retaliation, including but not limited to threats, intimidation, and harassment, against anyone for making a complaint of discrimination under this policy or participating in an investigation of discrimination under this policy.

#### **Complaint Review and Recommendations**

At the end of each academic year, the Care Case Manager will prepare a report that summarizes the trends of student complaints from the past year. This report will be done in aggregate and will not include any identifying characteristics of the reporter. The report will be shared with the University Retention Committee with the intent to identify problem areas and develop long-term solutions to student concerns.

#### **Appeals**

Students may question a decision based on faculty-approved policies and made by faculty or administrative staff. For procedures concerning Title IX or Sexual Misconduct, please see the Title IX/Sexual Misconduct section of this *Bulletin*. All appeals must follow the procedures outlined below in order to receive consideration.

#### **Classes of Appeal**

- a. **Appeal of Administrative Action:** A student may appeal to the Executive Committee of the University a decision of the Provost, Senior Director of Conduct and Care or Director of Student Conduct, or any student board decisions. 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 first discuss the matter with the faculty member. Such appeals must be based on evidence that a factual or procedural error was made or that some significant piece of information was overlooked. If a satisfactory resolution of the dispute 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 (5) 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).



"Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great."

—Mark Twain

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### **Format of Appeals**

All appeals must be made using the following link: [https://publicdocs.maxient.com/reportingform.php?HighPointUniv&layout\\_id=8](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. A procedural irregularity that could have affected the outcome; and/or
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could have affected the outcome; and/or
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that could have affected the outcome.

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 Director for Conduct and Care, 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, conduct officer, or other decision-maker to cure a procedural error, call witnesses, or consider newly discovered information or reassess information not considered previously; (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 sanction, outcome, or decision. 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.

## **Title IX/Sexual Misconduct Appeal Procedures**

In instances of sexual misconduct, both complainants and responding parties have the opportunity to appeal a determination regarding responsibility and a dismissal of a formal complaint or any allegations in the complaint to the Executive Committee within seven (7) calendar days of the issuance of the decision. Appeals are submitted by completing the online appeal form that will be included in any decision letter from the Title IX/Sexual Misconduct hearing decision maker(s) or can be found on the Title IX/Sexual Misconduct webpage.

If neither party requests an appeal within the (7) calendar day timeline, any sanction will take effect immediately at the end of the (7) calendar day appeal timeline. Appeals are limited to 2,500 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:

A procedural irregularity that could have affected the outcome; and/or

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could have affected the outcome; and/or
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that could have affected the outcome.

Mere dissatisfaction with Title IX/Sexual Misconduct Hearing Board or dismissal 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 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 Director of Conduct and Care will assess the written appeal to determine whether it is properly filed, 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 the appeal is filed, the other party must be notified of the appeal in writing. If the appeal is determined to be properly filed, the other party will be given an opportunity to review and respond to the written appeal. Responses to written appeals are due seven (7) days after receipt of a copy of the appeal and are limited to 1,500 words.

If both parties have filed an appeal, the appeal documents from each party will be considered together in one appeal review process. Each party will be provided the other party's appeal and may provide a response to the other party's written appeal. Responses to written appeals are due seven (7) days after re-ceipt of a copy of the appeal and are limited to 1,500 words.

Once an appeal is received and determined to meet the criteria for filing and appeal, at the discretion of the Executive Committee, it may interview or request documentation from any individual to gather more information about the basis for the appeal. After reviewing all submitted materials, the Executive Committee may: (1) affirm the outcome; (2) return the matter to the original or a newly constituted Title IX/Sexual Misconduct Hearing Board with instructions to cure the procedural error, perceived conflict of interest/bias, or to consider new evidence; (3) return the matter to the original or a new investigator with instructions to cure the procedural error, perceived conflict of interest/bias, or to consider new evidence; (4) change the sanctions; or (5) overturn the dismissal.

All decisions are by majority vote and apply the preponderance of evidence standard.

The outcome (including the rationale for the result) of the Executive Committee will be made in writing to both the complainant and respondent. All decisions by the Executive Committee are final. The estimated time from the request to the Executive Committee outcome is 25 to 30 days.

### **Sanctions Status During the Appeal**

Any sanctions imposed as a result of the hearing are stayed (i.e., not implemented) during the appeal process. Supportive measures may be reinstated, subject to the same supportive measure procedures above.

If any of the sanctions are to be implemented immediately post-hearing, but pre-appeal, then the emergency removal procedures for a show cause meeting on the justification for doing so must be permitted within 48 hours of implementation.

If the original sanctions include separation in any form, HPU may place a hold on official transcripts, diplomas, graduations, course registration, etc., pending the outcome of an appeal. The Respondent may request a stay of these holds from the Title IX coordinator within two (2) business days of the notice of the sanctions. The request will be evaluated by the Title IX Coordinator or designee, whose determination is final.

### **Withdrawal or Resignation Before Complaint Resolution**

Should a Respondent decide not to participate in the Resolution Process, the process proceeds absent their participation to a reasonable resolution. Should a student Respondent permanently withdraw from the HPU, the Resolution Process typically ends with a dismissal, as the HPU has lost primary disciplinary jurisdiction over the withdrawn student. However, the HPU may continue the Resolution Process when, at the discretion of the Title IX Coordinator.

Regardless of whether the complaint is dismissed or pursued to completion of the Resolution Process, the HPU will continue to address and remedy any systemic issues or concerns that may have contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation. The student who withdraws or leaves while the process is pending may not return to HPU in any capacity. Admissions will be notified, accordingly.

If the student Respondent only withdraws or takes a leave for a specified period of time (e.g., one semester or term), the Resolution Process may continue and, if found in violation, that student is not permitted to return to HPU unless and until all sanctions, if any, have been satisfied.



## Section 504 Accessibility Grievance Procedure

High Point University prohibits discrimination on the basis of disability in its educational programs and activities. High Point University has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints by students alleging discrimination on the basis of disability in any University program or activity. Complaints of discrimination on the basis of a disability or questions about High Point University's compliance with Section 504 of the Rehabilitation Act of 1973 should be directed to the 504 Coordinator.

Any students or applicants of admission who believe they have been subjected to discrimination on the basis of disability (or are unsatisfied with accommodations provided by the Office of Accessibility Resources and Services) may file a grievance under this policy. High Point University prohibits retaliation against anyone who files a grievance or cooperates in the investigation of a grievance. The 504 Coordinator should be notified immediately if anyone who files a complaint or participates in an investigation has been subject to retaliation.

High Point University has both informal and formal mechanisms in place to resolve concerns about disability discrimination, including but not limited to denial of access to programs, activities, or services, failure to make reasonable accommodations, harassment, or retaliation.

### Filing a 504 Complaint

Students or applicants for admission may file a complaint using the Student Complaint Form (<http://www.highpoint.edu/studentcomplaint>) on the 504/Accessibility Grievance Procedures web page or by contacting the 504 Coordinator:

Kayla Rudisel, J.D.  
504 Coordinator  
327 Couch Hall  
[504@highpoint.edu](mailto:504@highpoint.edu)  
336.841.9138

The grievance should include the following:

- The complainant's name, e-mail address, and phone number.
- A full description of the action or decision involved in the complaint.
- A description of the efforts which have been made to resolve the issue informally, if any.
- A statement of the requested resolution.



The 504 Coordinator may commence an investigation. In undertaking the investigation, the investigator may interview or consult with and/or request a written response to the issues raised in the student complaint from any individual the investigator believes to have relevant information, including but not limited to faculty, staff, and students. The complainant will have an opportunity to provide the investigator with information or evidence that the party believes is relevant to their complaint. The investigator will respect the privacy of the party(ies).

The 504 Coordinator will make a recommendation regarding appropriate actions to be taken. The party will be advised in writing of the outcome of the investigation and the rationale for the recommendation. Students can appeal the outcome in the manner outlined in the Procedure for Student Appeals in the Student Complaints Section of the *Student Guide to Campus Life*.

The individual also may file a complaint with the U.S. Department of Education, Office of Civil Rights, at any time before, during, or after the University's 504 grievance process.

### **Potential Violations of University Policy, Bias Reports, and Student Grievance Process**

All reports involving discrimination on the basis of disability that are reported using the online Bias Reporting Form or Student Complaint Form will be routed to the 504 Coordinator. When possible, a complaint can be made directly to the 504 Coordinator.

In the event that behavior, actions, or language are determined to be a potential violation of University policy, the report will be referred to the appropriate office and handled under the relevant policy, including but not limited to the Code of Conduct or Honor Code.

## **Student Support Services**

### **Counseling Services**

The Office of Counseling Services strives to provide comprehensive, developmental counseling services to all University students who may experience emotional, behavioral, and/or psychological concerns during their college experience. We recognize that this time in your life brings exploration of your abilities to manage stress, adapt to transitions, build healthy relationships, balance work and recreation, and learn more about wellness. It is a time for change and growth. Our office can assist you in many ways during this important time in your life.

Counseling Services coordinates our PANTHER Prevention program to increase healthy behaviors and improve overall well-being of individuals within the High Point University community through educational campaigns, programming, and intervention.

PANTHER Prevention focuses on Interpersonal Violence, Substance Use, General Mental Health Outreach, and Suicide Prevention. Educational programs and trainings are offered to students, faculty, and staff.

All clinical staff are North Carolina Board Licensed Clinical Mental Health Counselors or North Carolina Board Licensed Clinical Social Workers. We contract with a North Carolina Board Licensed psychiatric provider to manage psychiatric medication needs of clients under our care. Counseling services are available to currently enrolled students at High Point University and are covered by student fees. Any costs associated with medication that may be prescribed by our psychiatric provider are the responsibility of the client.

Our services include individual therapy, group therapy, triage services, consultation, psychoeducation, prevention programming, addiction assessment and recovery support, and psychiatric medication management. We are a developmentally-focused mental health clinic staffed by highly trained, caring professionals. Our clinicians adhere to strict ethics and laws regarding confidentiality and provision of services.

Counseling services are available during normal business hours, Monday-Friday, from 8:00 a.m. – 5:00 p.m. Triage is available throughout the business day for students who wish to speak with a licensed clinician. Triage is an opportunity for you to briefly speak with a licensed clinician to discuss your needs and determine if we have services that could be helpful to you. You may decide at that time to schedule an appointment for an intake session. Triage service is also offered to clients who are under our care who have an urgent need between regular therapy sessions and need to speak with a clinician. Triage care is available for emergent needs during the business day, as well.

We make every effort to schedule therapy appointments that work with your class schedule. Your clinician will determine the frequency of your therapy sessions based on your individual treatment plan.

For more information on Counseling Services, please visit our website: [www.highpoint.edu/counseling](http://www.highpoint.edu/counseling).

### **Student Health Services**

High Point University Student Health, powered by Novant Health, provides access to comprehensive health and wellness services. The Student Health Center is open for face-to-face appointments or virtually Monday through Friday 8:00 a.m.–5:00 p.m. during the academic year. During summer sessions, health services are available from 8-12 Monday to Friday. Please contact the clinic by phone or via the MyChart app to schedule an appointment.

The clinic is staffed by a full-time Medical Director, 2 Advanced Practice Providers, clinical and clerical support teams.



Students will experience services designed to care for their complete health and wellness needs. Should further specialized care be needed, students will be connected to Novant Health's specialists or hospital facilities in the area.

In addition to the appointments available at the clinic; students can access 24-hour support through Novant Health's on-demand MyChart application.

Visits to the student health center are filed through the student's health insurance, with High Point University covering up to \$30 of the co-pay per visit. Novant Health is in-network with the High Point University United Healthcare insurance plan. Families are encouraged to confirm benefits with your insurance plan provider to ensure your student has adequate coverage away from home.

The responsibility of making up missed work and/or examinations is the sole responsibility of the student and excessive absences may cause consequences such as being dropped from the course.

Should you experience a medical emergency, contact (336) 841-9111, and if you are transported to a local hospital, a member of the HPU Student Life staff will accompany you.

**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 *Student 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 4<sup>th</sup> floor of Smith Library. Walk-in hours are Monday, Tuesday, Thursday, and Friday 9:00 a.m. – 12:00 p.m. and 1:00 p.m. – 4:00 p.m. To set up an appointment with an OARS staff member, register for services, request testing accommodations, and/or academic accommodations, apply for housing accommodation(s), utilize the link on the OARS webpage at [www.highpoint.edu/oars/](http://www.highpoint.edu/oars/).

Our mission is to provide an inclusive environment which ensures equal access for all students to education and all aspects of University life by providing reasonable accommodations, interactive student meetings, and promoting access for HPU students, staff, and faculty.

The Office of Accessibility Resources and Services (OARS) aspires to empower students with disabilities to receive equal access to education and all aspects of university life, through removing barriers to equal access and promoting self-advocacy

through multidisciplinary partnerships. OARS is committed to helping students with disabilities achieve their academic goals by providing reasonable accommodations under appropriate circumstances. As part of the Office of Student Life, we handle the needs of students with disabilities, and we take those needs seriously.

OARS 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 multidisciplinary partnerships to ensure appropriate and reasonable accommodations.

## 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, the Follow-me Print service, wired and wireless network services, TV and cable support, cell phone and mobile device support, password assistance, and e-mail assistance.

OIT can be contacted online at [www.helpdesk.highpoint.edu](http://www.helpdesk.highpoint.edu), by phone at 336.841.4357, or by e-mail at [helpdesk@highpoint.edu](mailto:helpdesk@highpoint.edu). We are located on the 1<sup>st</sup> 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, and if students wish to extend their services, they may seek additional service (at their own expense) with a local provider.

**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.** Resident Directors (professional staff) and Resident Assistants (students) live in each residential area and collaborate with residents to create an environment that is conducive to living and learning. Collectively, these staff members provide hall operations, counsel students, enforce University policies and regulations, promote hall programs and activities, and, most importantly, serve as your key resource person. Your Resident Director and Resident Assistant reside in each residential area to be your advocate and the person who can help at all times. Community Assistants (CAs) and Office Assistants (OAs) work in each residential area but do not live in the specific residential area where they work. All residential staff are available to offer support to residential students.

**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; 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.

A valid HPU Passport must be presented at the gate to access campus. 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](mailto: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” cover-age. Police officers patrol the campus during strategically identified hours.

**Crimestoppers.** The Security Department maintains a Crimestop-pers site for anonymously reporting suspicious activity on campus. You may report suspicious activity or simply provide 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.** Livesafe is a mobile safety app members of campus can download for Apple or Android devices to share safety concerns with High Point University Security. Users can share tips, photos, or videos (anonymously if desired) with Security. In addition to reporting safety concerns, users can access campus-specific safety and security information such as locations of AEDs, Blue Light CARE Poles, and emergency response procedures. The Security Department is committed to responding to every tip in a timely manner and works with the Office of Student Life to address or respond to every report. Questions about the Livesafe app can be directed to [safety@highpoint.edu](mailto:safety@highpoint.edu).

**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 of duty can provide support if a student:

- required medical attention and transportation to a hospital.
- feels unsafe on campus or in their living situation.
- needs to report an assault or an incident of interpersonal violence (i.e., dating violence or stalking).
- has a concern for the safety or well-being of another student.
- has an emergency maintenance concern, such as flooding or lack of air condition 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 e-mails, 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. Students 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 7:00 am to 5:00 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 per 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 an email to [transportation@highpoint.edu](mailto:transportation@highpoint.edu).

**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](http://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 Campus Engagement Student Activities Office and HPU Recreation (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:5

[www.highpoint.edu/religiouslife](http://www.highpoint.edu/religiouslife)

Facebook: [hpuchapel](https://www.facebook.com/hpuchapel)

Twitter: [@hpuchapel1](https://twitter.com/hpuchapel1)

Instagram: [hpuchapel](https://www.instagram.com/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 designation programs (see IDS 1151. Cultural Foundations).

**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](mailto:activities@highpoint.edu)  
 Facebook: [hpucat](https://www.facebook.com/hpucat)  
 Twitter: [@HPUCAT](https://twitter.com/HPUCAT)  
 Instagram: [HPUCAT](https://www.instagram.com/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 the 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 out-door pools at The Village, Centennial Square Townhomes 1 & 2, and The Greek Village, which may be used by the residents of those communities.

HPURec offers an active intramural sports and activities calendar as well as opportunities for adventure with HPU Outdoor Discovery 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](mailto:rec@highpoint.edu)  
 Facebook: [HPU Recreation](https://www.facebook.com/HPURecreation)  
 Twitter: [@HPUREC](https://twitter.com/HPUREC)  
 Instagram: [HPUREC](https://www.instagram.com/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, 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.

**Social Greek Letter Organizations.** Alpha Chi Omega, Alpha Gamma Delta, Alpha Kappa Alpha Sorority, Inc., Alpha Phi Alpha Fraternity, Inc., Beta Theta Pi, Delta Chi, Delta Sigma Theta Sorority, Inc., Kappa Alpha Order, Kappa Alpha Psi Fraternity, Inc., Kappa Delta, Kappa Sigma, Las Hermanas of Latinas Promoviendo Comunidad, Lambda Pi Chi Sorority Inc., Phi Mu, Pi Kappa Alpha, Pi Kappa Phi, Sigma Nu, Sigma Sigma Sigma, Zeta Tau Alpha.

### **Professional Organizations and Honor Societies.**

Actuarial Club; Alpha Chi; Alpha Kappa Delta; 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 Vis-ion; 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; Col-lision 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; Tabletop 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 students; the vice president is elected by the student senate. Class presidents and representatives are elected by their respective class.







# 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.

**Note:** *The University's Academic Standing policy only relates to the student's academic standing and does not meet the same criteria required for students to maintain their financial aid eligibility. Please see the Standards of Academic Progress and the Academic Progress Procedures sections under Financial Planning for the additional criteria necessary to be awarded financial aid.*

## 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. Each appeal request is considered on its own merits. An appeal does not guarantee readmission.

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. Readmission does not guarantee financial aid eligibility.

Ineligible students who are readmitted must achieve a term GPA of 2.0 or higher for the fall or spring semester in which they are readmitted. Students who fail to achieve a term 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 re-admitted for one semester only. Students failing to achieve a 2.0 term 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, Summer Session II, and/or Summer Online:

#### 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:

- a) All coursework taken at High Point University will be shown on the academic record.
- b) Grades of C and above will earn credits, but no quality points.
- c) Grades of C- and below will earn neither credits nor quality points.
- d) 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 Internships 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 five 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. Students may not register for more than 22 semester credits in a regular semester or 16 credits during a summer term.

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 seventeen degrees: Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science (B.S.), Bachelor of Science in Business Administration (B.S.B.A.), Bachelor of Science in Nursing (B.S.N.), 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 Healthcare Administration (M.H.A.), Master of Physician Assistant Studies (M.P.A.S.), Master of Science (M.S.), Master of Science in Athletic Training (M.S.A.T.), Doctor of Dental Medicine (D.M.D.), Doctor of Education (Ed.D.), Doctor of Medical Science (D.M.S.), Doctor of Optometry (O.D.), Doctor of Pharmacy (Pharm.D.), Doctor of Physical Therapy (D.P.T.), Juris Doctor (J.D.).

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 Fine Arts* degree is typically awarded for major areas of concentration related to creative disciplines such as art, music, design, and theater (among others). The B.F.A. degree is specifically designed to prepare students for careers in the arts.

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 *Bachelor of Science in Nursing* degree is an undergraduate program of study designed to equip graduates with the skills necessary to meet the complex health care needs of diverse communities with a focus on health disparities, illness prevention, health promotion, and community engagement partnerships.

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

The *Doctor of Dental Medicine* degree, *Doctor of Education* degree, the *Doctor of Medical Science* degree, the *Doctor of Optometry* degree, the *Doctor of Pharmacy* degree, the *Doctor of Physical Therapy* degree, and the *Juris Doctor* 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.), Bachelor of Science in Business Administration (B.S.B.A.), Bachelor of Fine Arts (B.F.A.), and Bachelor of Science in Nursing (B.S.N.) 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

High Point University's General Education program, *HPU Lead*, is a core model that seeks to provide students with a unifying academic experience throughout their HPU career. *HPU Lead* seeks to ensure a measure of coherence across the curriculum. Its aim is to prepare students for a future in which they can thrive in multiple environments in a complex and ever-changing world.

At the heart of *HPU Lead* is a set of courses and other academic experiences designed to cultivate in students the

broad knowledge and skills necessary to navigate and thrive in increasingly diverse and challenging environments. The curriculum includes courses in writing, quantitative reasoning, humanities, natural sciences, social sciences, ethical reasoning, and the arts. In addition, students will complete coursework that will help them appreciate and engage with diverse and global perspectives and allow them to participate in a variety of experiential learning opportunities, including civic engagement, study abroad, research and creative activity, and internships. Throughout the core curriculum, particular emphasis will be placed on integrating knowledge and skills across multiple disciplines.

<b>HPU Lead General Education Curriculum</b>				
<b>Subject Area</b>	<b>Reference Code*</b>	<b>Total Credits</b>	<b>Notes</b>	
Intellectual Discovery	[DIS]	4	Taken in first year. Any 1000-level DIS course will meet this requirement.	
First Year Writing	[FYWRT]	4	Taken in first year. Any 1000-level FYWRT course will meet this requirement.	
Foreign Language	[MODFL]	4 - 8	One MODFL course at the 1020-level or higher. Placement determined by WLLC Department.	
Ethical Reasoning and Religious Traditions	[ETRLT]	4	Any course with a ETRLT designator will meet this requirement.	
Natural Sciences	[NTSCL]	4	Core Knowledge Domain. Any course with a NTSCL designator will meet this requirement.	
Social Sciences	[SOSCI]	4	Core Knowledge Domain. Any course with a SOSCI designator will meet this requirement.	
Arts	[ARTS]	4	Core Knowledge Domain. Any course with a ARTS designator will meet this requirement.	
Humanities	[HUMAN]	4	Core Knowledge Domain. Any course with a HUMAN designator will meet this requirement.	
Quantitative Reasoning	[QUANT]	4 - 8	Any course with a QUANT designator will meet this requirement.	
The American Context	[TACXT]	(4)	Any course with a TAC prefix or TACXT designator will meet this requirement.	
Integrative Course	[ITG]	(4)	Any course with an ITG prefix will meet this requirement.	
Diversity	[DVSTY]	(4)	Any course with a DVSTY designator will meet this requirement.	
Experiential Learning	[EXPLN]	(1)	Service learning, study abroad, internship, or undergraduate research/creative work.	

\* Reference codes will be attached to course descriptions throughout this Bulletin and in Student Planning so that courses that satisfy particular requirements can be easily identified.



### Core Coursework (36 – 44 credits\*)

To graduate from High Point University, students must complete the following general education coursework. These courses are designed to introduce students to the basic content and methodology of the principal areas of knowledge and reinforce cognitive skills and effective learning opportunities.

#### Intellectual Discovery (4 credits)

Taken during the first year of enrollment, Intellectual Discovery courses revolve around an engaging topic designed to inspire students to embark upon intellectual discovery and sustain it for the entirety of the semester.

The following courses meet the Intellectual Discovery requirement:

- DIS 1000 (1). Game Theory (4)
- DIS 1000 (2). Hunger in America (4)
- DIS 1000 (3). Liberated Learning (4)
- DIS 1000 (4). How 2B Happy (4)
- DIS 1000 (5). Narrative by Nature (4)
- DIS 1000 (6). Fashion Statement: Power, Image, and Women in Britain (4)
- DIS 1000 (7). Children's Media Design and Effects (4)
- DIS 1000 (8). Power Plays 1 (4)
- DIS 1000 (9). On Creativity (4)
- DIS 1000 (10). Harry Potter - Understanding Good and Evil (4)
- DIS 1000 (11). Military History of Middle Earth (4)
- DIS 1000 (12). Movies of the Middle East (4)
- DIS 1000 (13). Why the Beatles? (4)
- DIS 1000 (14). The Gothic (4)
- DIS 1000 (15). Science Makes Art Better (4)
- DIS 1000 (16). True Crime 1 (4)
- DIS 1000 (17). Pre-modern Sports and Games (4)
- DIS 1000 (18). Beyond DC and Marvel (4)
- DIS 1000 (19). A Sense of Place 1 (4)
- DIS 1000 (20). What Does it Mean to Be Human? (4)
- DIS 1000 (21). The Jane Austin Effect: From Novels to Films (4)
- DIS 1000 (22). Elite Athletes: Born or Bred? (4)
- DIS 1000 (23). Music, Resilience, and Life Skills (4)
- DIS 1000 (24). The Search for Intelligent Life in the Universe (4)
- DIS 1000 (25). That's Amore: Love in the Italian Imagination (4)
- DIS 1000 (26). Detective Fiction and the Quest for Knowledge (4)
- DIS 1000 (27). Minds, Machines, and Human Beings (4)
- DIS 1000 (28). Political Leadership (4)
- DIS 1000 (29). Comedy, Culture, and Why We Laugh (4)
- DIS 1000 (30). Fashion Icons Through the Ages (4)
- DIS 1000 (31). The Shell I'm in: Phenomenology of the Body (4)
- DIS 1000 (32). Semiotics (4)
- DIS 1000 (33). Napoleon's Hat and the Art of War (4)
- DIS 1000 (34). African American Humor (4)
- DIS 1000 (35). Who Owns the Past? Archaeology and Cultural Heritage (4)

\*Whether students must complete 36 or 44 hours of general education coursework depends on their placement levels in foreign language and/or mathematics.

- DIS 1000 (36). History of Video Games (4)
- DIS 1000 (37). The Good Life: Leadership, Success, and Happiness (4)
- DIS 1000 (38). Marketing and Pop Culture (4)
- DIS 1000 (39). The Reel Women (4)
- DIS 1000 (40). Seven Deadly Sins (4)
- DIS 1000 (41). Talking about Freedom: The Constitution, Civil Rights, & the First Amendment (4)
- DIS 1000 (42). Dance and Popular Culture (4)
- DIS 1000 (43). Understanding Our World Through Patterns (4)
- DIS 1101 (1). A Sense of Place 2 (2)
- DIS 1101 (2). True Crime 2 (2)
- DIS 1101 (3). Power Plays 2 (2)
- DIS 1102 (1). A Sense of Place 3 (2)
- DIS 1102 (2). True Crime 3 (2)
- DIS 1102 (3). Power Plays 3 (2)

Upon completion of Intellectual Discovery coursework, students will be able to:

1. Foster a constructive team climate through polite communication, a positive and confident attitude, and helpfulness.
2. Demonstrate emotional intelligence, a growth mindset, and resilience while addressing challenges and when facing new opportunities.
3. Connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work experience, etc.)
4. Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems.

#### First Year Writing (4 credits)

Taken during the first year of enrollment, these courses help students develop dispositions and strategies for academic inquiry, acquire knowledge of academic writing conventions, and practice evaluating and using relevant information and writing technologies.

The following courses meets the First Year Writing requirement:

- ENG 1101. Invention and Analysis I (4)
- ENG 1102. Invention and Analysis II (4)
- ENG 1103. Academic Research and Writing (4)
- ENG 1104. Academic Writing for English Language Learners (4)

Upon completion of First Year Writing coursework, students will be able to:

1. Write texts that address audiences in rhetorically appropriate ways.
2. Formulate and support ideas through the use of credible, genre- and discipline-appropriate sources.
3. Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems.

### Foreign Language (4 – 8 credits)

Students are expected to demonstrate listening, speaking, reading, and writing proficiency in a language other than English by the time they graduate from High Point University. Students who are placed into the 1020-level or higher of a foreign language must complete one course to meet this requirement; students who are placed into the 1010-level of a foreign language must complete at least two courses to meet this requirement.

The following courses meet the Foreign Language requirement:

CHI 1020. Elementary Chinese II (4)  
 CHI 2010. Intermediate Chinese I (4)  
 CHI 2020. Intermediate Chinese II (4)  
 FRE 1020. Basic Skills Acquisition I (4)  
 FRE 2010. Intermediate French I (4)  
 FRE 2020. Intermediate French II (4)  
 FRE 2130. Readings in French and Grammar Review (4)  
 GER 1020. Basic Skills Acquisition I (4)  
 GER 2010. Intermediate German I (4)  
 ITA 1020. Basic Skills Acquisition II (4)  
 ITA 2010. Intermediate Italian I (4)  
 ITA 2020. Intermediate Italian II (4)  
 SPN 1020. Basic Skills Acquisition II (4)  
 SPN 2010. Intermediate Spanish I (4)  
 SPN 2020. Intermediate Spanish II (4)  
 SPN 2130. Hispanic Cultures: Intermediate Reading and Conversation (4)

Upon completion of Foreign Language coursework, students will be able to:

1. Demonstrate listening, speaking, reading, and writing proficiency in a language other than English in accordance with ACTFL proficiency guidelines at the appropriate level.
2. Demonstrate emotional intelligence, a growth mindset, and resilience while addressing challenges and when facing new opportunities.
3. Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.
4. Analyze major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions and will pose elementary solutions to complex problems in the human and natural worlds.

### Ethical Reasoning and Religious Traditions (4 credits)

Courses used to satisfy this requirement require students to pose fundamental questions, from the perspective of philosophical inquiry and/or religious wisdom, about how human life gets oriented toward its most encompassing ends.

The following courses meet the Ethical Reasoning and Religious Traditions requirement:

PHL 2006. Ethics and The Good Life (4)\*  
 PHL 2008. Contemporary Moral Problems (4)\*  
 PHL 2010. Bio-Medical Ethics (4)\*  
 PHL 2013. The Ethics of Education (4)\*  
 PHL 2016. Family Ethics (4)\*  
 PHL 2017. Communication Ethics (4)\*  
 PHL 2043. Business Ethics (4)\*  
 PHL 2045. Technology Ethics (4)\*  
 PHL/CSI 3010. Civic Responsibility and Social Innovation (4)\*  
 REL 1001. Hebrew Bible/Old Testament Studies (4)\*  
 REL 1002. New Testament Studies (4)\*  
 REL 1003. Sacred Experiences in World Religions (4)\*  
 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 1009. Introduction to Biblical Themes (4)\*  
 REL 2003. Prophets and Prophecy in the Hebrew Bible (4)\*  
 REL 2004. Jesus in the Gospels (4)\*  
 REL 2006. Do Murderers Deserve Grace? The Relevance of Paul for Today (4)\*  
 REL 2007. Biblical Justice: Engaging Hunger and Poverty in High Point (4)\*  
 REL 2009. Holy Land: Geography, History, and Theology in the Gospels and Second Temple Judaism (4)\*  
 REL 2015. Faith and Ethics (4)\*  
 REL/PHL 2019. Environmental Ethics (4)\*  
 REL 2020. Early Christian Thought (4)\*  
 REL 2022. Reformers, Mystics, Enthusiasts, Critics: Modern Christian Thought (4)\*  
 REL 2036. Religions of East Asia (4)\*  
 REL 2037. Religions of South Asia (4)\*  
 REL/PHL 2040. Virtue and the Way in Ancient China (4)\*  
 REL 3007. Women in the Bible (4)\*

*\*These courses may be used to meet either the Ethical Reasoning/Religious Traditions requirement or the Humanities Requirement, but not both.*

Upon completion of Ethical Reasoning and Religious Traditions coursework, students will be able to:

1. Discern, paraphrase, and present in-depth information from relevant sources representing distinct points of view or approaches.
2. Identify ethical issues present in a described general scenario (e.g., rights, autonomy, honesty, coercion, loyalty, selfishness, character, duty, utility, fairness, etc.)
3. Distinguish morally relevant facts in a scenario from facts that are not morally relevant in a scenario.
4. Reflect critically on their own values in light of alternatives.
5. Apply ethical theories to contemporary or hypothetical scenarios.

### Natural Sciences (4 credits)

In these courses, students are introduced to the fundamental theories, methodologies, and applications of those sciences that seek to understand the rules that govern the natural world.

The following courses meet the Natural Sciences requirement:

BIO/ANA 2070/2071. Human Anatomy/Lab (4)  
 BIO 1100/1100L. Biology: A Human Perspective/Lab (4)  
 BIO 1120. The Human Body and Exercise (4)  
 BIO 1500/1501. Principles of Cell Biology/Lab (4)  
 BIO/PHS 2060/2061. Human Physiology/Lab (4)  
 CHM 1000. Introduction to the Molecular World (4)  
 CHM 1008/1008L. Problem Solving in Chemistry/Lab (4) CHM 1010/1011. General Chemistry I/Lab (4)  
 CHM 1510/1511. General Chemistry I for Majors/Lab (4) CHM 1616. Forensic Chemistry (4)  
 ENV 1110/1100L. Environmental Science/Lab (4)  
 PHY 1050/1050L. Astronomy of Stars, Galaxies, and the Cosmos/Lab (4)  
 PHY 1100. Physics of Sound and Music (4)  
 PHY 1200. Physics of Video Games (4)  
 PHY 1510/1511. General Physics I/Lab (4)  
 PHY 1701. The Physics and Practice of Rocket Science (4)  
 PHY 2010/2010L. Fundamentals of Physics I and Lab (4)

Upon completion of Natural Sciences coursework, students will be able to:

1. Use various quantitative methods to solve problems in a variety of contexts, including real world applications.
2. Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.
3. Foster a constructive team climate through polite communication, a positive and confident attitude, and helpfulness.
4. Delineate a detailed problem statement and identify the most relevant contextual factors (i.e., constraints, resources, attitudes, and additional knowledge needed to solve the problem).
5. Identify multiple approaches to solving a problem.
6. Propose solutions or hypotheses that register an accurate comprehension of a problem and that are sensitive to the contextual factors.

### Social Sciences (4 credits)

These courses introduce students to the fundamental theories, methodologies, and applications of disciplines that focus on human interpersonal, social, and cultural behavior.

The following courses meet the Social Sciences requirement:

ECO 2030. Principles of Macroeconomics (4)  
 ECO 2050. Principles of Microeconomics (4)  
 EDU 2100. Educational Psychology (4)  
 PSC 2310. American Politics (4)  
 PSC 2510. Comparing Foreign Political Systems (4)  
 PSC 2710. International Relations (4)  
 PSY 2000. Introduction to Psychology (4)  
 SOA 1010. Introduction to Sociology (4)  
 SOA 1020. Introduction to Cultural Anthropology (4)  
 SOA 2010. Introduction to Archaeology (4)  
 SOA 2450. Introduction to Biological Anthropology (4)

Upon completion of Social Sciences coursework, students will be able to:

1. Comprehend and correctly apply a theoretical framework or methodology in the analysis of an issue or problem.
2. Delineate a detailed problem statement and identify the most relevant contextual factors (i.e., constraints, resources, attitudes, and additional knowledge needed to solve the problem).

### Arts (4 credits)

These courses allow students to explore artistic and creative expression by introducing them to the history and techniques of the wide variety of disciplines that comprise the fine and performing arts.

The following courses meet the Arts requirement:

ART 1000. Introduction to Museum Studies (4)  
 ART 1020. Ways of Seeing: Art Appreciation (4)  
 ART 1021. The Camera Eye: Understanding Photography and Visual Language (4)  
 ART 1050. Fundamentals of Design (4)  
 ART 1060. Drawing (4)  
 ART 1150. Digital Art and Design (4)  
 ART 2000. Art History Survey (4)  
 ART 2090. Ceramics I (4)  
 ART 2988. The Grand Tour in Italy: Drawing and Art, Learning from the Masters (4)  
 ART 3081. Documenting the Community Through Photography (4)  
 ART 3680. Digital Photography (4)  
 ART 3850. The History of Photography (4)  
 COM 2364. History of Animation (4)  
 DNC 1200. Exploration of Modern Dance (4)  
 ENG 2122. Introduction to Creative Writing (4)  
 ENG 3000. HPU LifeLines Presents: FANFICTION (4)  
 MUS 1600. Human Dimensions of Music (4)  
 MUS 1610. Music of North Carolina (4)  
 MUS 1620. Traditional and Popular Music of Japan (4)



MUS 1630. History of American Music (4)  
 MUS 1640. Jammin' on the Fly: The Art and History of Music  
 Improvisation (4)  
 MUS 1650. Coding Musical Soundscapes (4)  
 MUS 1670. Music and Social Change (4)  
 MUS 3650. World Music Survey (4)  
 THE 1000. Foundations of Theater (4)  
 THE 1200. Fundamentals of Acting (4)  
 THE 1720. Stagecraft: Theory and Practice (4)  
 THE 1730. Costume Crafts: Theory and Practice (4)  
 THE 1740. Makeup Crafts (4)  
 THE 2010. Fundamentals of Design (4)

Upon completion of Arts coursework, students will be able to:

1. Express creativity in a work of art or interpret or evaluate art works created by others. Comprehend and correctly apply a theoretical framework or methodology in the analysis of an issue or problem.
2. Identify multiple approaches to solving a problem.
3. Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.
4. Connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work experience).

### Humanities (4 credits)

Broadly defined as the study of human culture, society, and ideas, humanities courses introduce students to such diverse academic disciplines as literature, history, and philosophy.

The following courses meet the Humanities requirement:

ENG 2000. Healing Words: Narrative Medicine for Mind and Body (4)  
 ENG 2200. The Literary Imagination (4)  
 ENG/WGS 2220. Women's Literary Tradition (4)  
 ENG 2225. Survey in African American Literature (4)  
 ENG 2230. Literature and Community: Children's and Young Adult Literature (4)  
 ENG 2249. American Humor (4)  
 ENG 2720. British Literature I (4)  
 ENG 2730. British Literature II (4)  
 ENG 2820. Introduction to American Literature I (4)  
 ENG 2830. Introduction to American Literature II (4)  
 ENG/GBS 2298. Women Writing Worldwide (4)  
 ENG/GBS 3299. Other Americas (4)  
 HST 1101. Foundations in Western Civilization I (4)  
 HST 1102. Foundations in Western Civilization Since the Enlightenment (4)

HST 1714. Mediterranean Worlds (4)  
 HST 2103. Second World War: A Global History (4)  
 HST 2104. History of the Holocaust (4)  
 HST 2111. Britain, pre-Roman to 1485 (4)  
 HST 2112. Britain, 1485 to present (4)  
 HST 2401. Athens and Sparta (4)  
 HST 2601. God, Gold, and Glory: Colonial Latin America (4)  
 HST 2602. Revolutionaries and Dictators: Modern Latin America (4)  
 HST 2701. The Modern Middle East (4)  
 HST 3103. Reformers, Radicals, and Resisters: the Reformation in Europe (4)  
 HST 3908. History on the Road (4)  
 PHL 1001. Introduction to Philosophy (4)  
 PHL 2006. Ethics and The Good Life (4)\*  
 PHL 2008. Contemporary Moral Problems (4)\*  
 PHL 2010. Bio-Medical Ethics (4)\*  
 PHL 2013. The Ethics of Education (4)\*  
 PHL 2016. Family Ethics (4)\*  
 PHL 2017. Communication Ethics (4)\*  
 PHL 2020. Ancient Philosophy (4)  
 PHL 2022. Modern Philosophy (4)  
 PHL 2024. Existentialism (4)  
 PHL 2040. Virtue and the Way in Ancient China (4)\*  
 PHL 2043. Business Ethics (4)\*  
 PHL 2045. Technology Ethics (4)\*  
 PHL/CSI 3010. Civic Responsibility and Social Innovation (4)\*  
 REL 1001. Hebrew Bible/Old Testament Studies (4)\*  
 REL 1002. New Testament Studies (4)\*  
 REL 1003. Sacred Experiences in World Religions (4)\*  
 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 1009. Introduction to Biblical Themes (4)\*  
 REL 2003. Prophets and Prophecy in the Hebrew Bible (4)\*  
 REL 2004. Jesus in the Gospels (4)\*  
 REL 2006. Do Murderers Deserve Grace? The Relevance of Paul for Today (4)\*  
 REL 2007. Biblical Justice: Engaging Hunger and Poverty in High Point (4)\*  
 REL 2009. Holy Land: Geography, History, and Theology in the Gospels and Second Temple Judaism (4)\*  
 REL 2015. Faith and Ethics (4)\*  
 REL/PHL 2019. Environmental Ethics (4)\*  
 REL 2020. Early Christian Thought (4)\*  
 REL/PHL 2021. Medieval Philosophy and Theology (4)  
 REL 2022. Reformers, Mystics, Enthusiasts, Critics: Modern Christian Thought (4)\*  
 REL/PHL 2024. Existentialism (4)\*  
 REL 2036. Religions of East Asia (4)\*  
 REL 2037. Religions of South Asia (4)\*  
 REL 3007. Women in the Bible (4)\*

*\*These courses may be used to meet either the Ethical Reasoning/ Religious Traditions requirement or the Humanities Requirement, but not both.*

Upon completion of Humanities coursework, students will be able to:

1. Write texts that address audiences in rhetorically appropriate ways.
2. Formulate and support ideas through the use of credible, genre- and discipline-appropriate sources.
3. Discern, paraphrase, and present in-depth information from relevant sources representing distinct points of view or approaches.
4. Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.

### Quantitative Reasoning (4 – 8 credits)

These courses introduce students to the fundamental principles and methods of mathematical computation and symbolic reasoning. Depending on placement level, students may be required to complete either 4 or 8 credits of quantitative reasoning coursework.

The following courses meet the Quantitative Reasoning requirement:

MTH 1110. The Math of Life (4)  
 MTH 1130. Finite Mathematics (4)  
 MTH 1310. Applied Mathematical Concepts for Business (4)  
 MTH 1400. Precalculus (4)  
 MTH 1410. Calculus I (4)  
 MTH 1415. Mathematics for Engineers (4)  
 STS 1150. Statistical Literacy (4)  
 STS/CSC 1600. Introduction to Data (4)

### Other Requirements

Overlapping the core general education requirements are several thematic requirements that further enhance students' understanding of today's diverse and interconnected world.

Although these requirements have credit values associated with them, they are not counted in the credit totals for the general education curriculum because they can be met with one or more of the core general education requirements.

### The American Context (4 credits)

High Point University has a responsibility to educate students not only to be well-informed, but also open-minded and responsible citizens attentive to the great diversity of cultures and experiences in the United States. As such, the American Context courses explore the power structures inherent in the historical, political, and governmental systems of the United States using an epistemology that differentiates fact from opinion. These courses offer a premise of what was learned, or not learned, from the past and present in the United States.

The following courses meet The American Context requirement:

COM 1138. American Media History and Development (4)  
 CSI 2020. Identity, Gender, and Social Justice (4)  
 DNC 2300. Tap Dance (4)  
 EDU 2000. History of American Education (4)  
 EDU 2200. Critical Perspectives on Teaching and Learning (4)  
 ENG 3470. American Experimentalism: Not Just the White Guys (4)  
 HST 1201. American Beginnings (4)  
 HST 1202. American Expansions 1800-1918 (4)  
 HST 2201. American Identities (4)  
 HST 2202. American Moments (4)  
 HST 2203. American Stories (4)  
 HST 2205. American Stories (4)  
 HST 2212. Native Americans and Europeans: Encounters in Early America (4)  
 HST 2217. Slavery and Freedom (4)  
 HST 2220. Revolutionary America (4)  
 HST 2227. The Struggle for Control: A History of Business and Labor (4)  
 HST 2230. U.S. Civil War and Reconstruction (4)  
 HST 2240. U.S. Women's History (4)  
 HST 2247. Long Freedom Struggle (4)  
 HST 2248. Black American Narratives (4)  
 HST 2251. Hollywood and American History (4)  
 HST 2501. The American Sports Revolution, 1865-1945 (4)  
 HST 3211. Race and the Law (4)  
 HST 3231. Creating the American Consumer (4)  
 MUS 1630. History of American Music (4)  
 REL 2008. American Bible (4)  
 TAC 1000. Investigating U.S. Public Opinion (4)  
 TAC 1010. Democracy in America: We the People (4)  
 TAC 1020. The American Context (4)  
 TAC 2100. American Masculinity: The End of an Era? (4)  
 TAC 2200. Language and Power in America (4)  
 TAC 3000. Catch the Waves! 200 Years of American Feminism (4)

Upon completion of The American Context coursework, students will be able to:

1. Write texts that address audiences in rhetorically appropriate ways.
2. Formulate and support ideas through the use of credible, genre- and discipline-appropriate sources.
3. Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.
4. Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.

### Integrative Course (4 credits)

Integrative learning builds the ability to make connections among ideas and experiences to synthesize and transfer learning to new situations across courses, fields of study, over time, and between campus and community life. Integrative learning generates internal changes in the student, signifying growth as a confident, lifelong learner. It asks students to apply their intellectual skills and to develop their individual purpose, values, and ethics. Through integrative learning, students pull together their experiences inside and outside the classroom, making connections between theory and practice.

Upon completion of the Integrative Course, students will be able to:

1. Speak to groups using sophisticated, context-appropriate, and interesting delivery techniques (posture, gesture, eye contact, and vocal expressiveness).
2. Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.
3. Address conflict directly and constructively, helping to manage or resolve it in a way that strengthens overall team cohesiveness and future effectiveness.
4. Connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work experience).
5. Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems.

### Diversity Course (4 credits)

Courses in this area consider issues of human diversity to encourage students to explore the contours of difference and the dynamics of diversity, privilege, and oppression in domestic and global contexts. Building on standard models of multicultural competence that emphasize knowledge, awareness, and skills, students will be introduced to cultural humility, culturally specific approaches to practice, and frameworks for equity and empowerment. By understanding and appreciating diverse experiences, students will be better able to share one another's concerns and respect one another's dignity, regardless of race, ethnicity, culture, nationality, religion, sexual orientation, gender identity, and ability.

The following courses meet the Diversity requirement:

- ART 3860. Contemporary Concepts in Art (4)  
 DIS 1000 (6). Fashion Statement: Power, Image, and Women in Britain (4)  
 DNC/GBS 3700. World Dance (4)  
 DNC 4800. American Moments (4)

- EMG 3500. Events for a Diverse Society (4)  
 ENG 2000. Healing Words: Narrative Medicine for Mind and Body (4)  
 ENG 2200. The Literary Imagination (4)  
 ENG 2225. Survey in African American Literature (4)  
 ENG/GBS 2298. Women Writing Worldwide (4)  
 ENG 3000. HPU LifeLines Presents: FANFICTION (4)  
 ENG/GBS 3299. Other Americas (4)  
 GAM 3372. Games and Identity (4)  
 HST 1202. American Expansions 1800-1918 (4)  
 HST 2201. American Identities (4)  
 HST 2212. Native Americans and Europeans: Encounters in Early America (4)  
 HST 2215. Comparative Slavery and Bound Labor Systems (4)  
 HST 2217. Slavery and Freedom (4)  
 HST 2230. U.S. Civil War and Reconstruction (4)  
 HST 2240. U.S. Women's History (4)  
 HST 2247. Long Freedom Struggle (4)  
 HST 2248. Black American Narratives (4)  
 HST 2251. Hollywood and American History (4)  
 HST 2501. The American Sports Revolution, 1865-1945 (4)  
 HST 2601. God, Gold, and Glory: Colonial Latin America (4)  
 HST 2602. Revolutionaries and Dictators: Modern Latin America (4)  
 HST 2701. The Modern Middle East (4)  
 HST 3130. Victoria's Britain and Empire (4)  
 HST 3211. Race and the Law (4)  
 HST 3231. Creating the American Consumer (4)  
 LAS 1000. Latin American and Caribbean Studies (4)  
 MUS 1620. Traditional and Popular Music of Japan (4)  
 MUS 3650. World Music Survey (4)  
 PHL/CSI 3010. Civic Responsibility and Social Innovation (4)  
 PHL 3026. Philosophy of Disability (4)  
 REL 2007. Biblical Justice: Engaging Hunger and Poverty in High Point (4)  
 REL 2008. American Bible (4)  
 REL 3007. Women in the Bible (4)  
 REL 3315. Globalization and Christian Ethics (4)  
 REL/PHL 3331. Asian Thought and Global Concern (4)  
 SOA 1010. Introduction to Sociology (4)  
 SOA 1020. Introduction to Cultural Anthropology (4)  
 SOA 2450. Introduction to Biological Anthropology (4)  
 TAC 3000. Catch the Waves! 200 Years of American Feminism (4)  
 WEL 4675. Body and Identity (4)

Upon completion of Diversity coursework, students will be able to:

1. Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.



2. Reflect critically on their own values in light of alternatives.
3. Analyze significant connections between the world-views, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.
4. Identify and describe how power and privilege, particularly as determined by racial and socioeconomic inequality, impact their own life circumstances and those of other people both locally and globally.

### Experiential Learning (1 credit)

Before graduation, students must take one course designated as "experiential learning." These courses will most often fall into one of the following categories:

- study abroad
- service learning
- internship
- undergraduate research or creative work.

By engaging in hands-on and real-world experiences, students gain a depth of knowledge and opportunities to apply that knowledge to different environments in ways that stretch beyond the walls of a traditional classroom and prepare them for future careers in different environments.

### Required Supporting Courses in Majors

Although High Point University's General Education program is designed to provide students with considerable flexibility and choice, certain majors may require students to take specific General Education courses that provide introductory information essential to those majors. Please refer to the appropriate sections of this *Bulletin* to determine whether a particular major requires students to complete supporting coursework in the General Education curriculum. Students may also obtain information about program and General Education requirements from their academic advisor.



### Course Descriptions

Most of the General Education curriculum consists of courses that exist in various academic departments on campus. For these course descriptions, please refer to the appropriate section in this *Bulletin*.

**DIS 1000 (1). Game Theory.** Game theory is the study of strategic decision making, with applications to a variety of fields such as economics, political science, biology, and psychology. Technically, game theory is the use of logic and mathematical models to understand the best strategies to follow in competitive situations. In this course we will investigate the origins, basic methods and applications of game theory, as well as investigate the role that game theory plays in our society at large. Though some theory will be involved, much of the learning will be discovered through playing games and discussing the results. *Four credits.* [DIS]

**DIS 1000 (2). Hunger in America.** This course will examine the issues of food insecurity versus food security in the United States. Students will discuss issues that occur with hunger and poverty in the United States such as access to healthy food options, eligibility for food programs and the effects food insecurity has on a household and community. Students will be able to explain what the impact of food insecurity on the health of an individual and community. *Four credits.* [DIS, EXPLN]

**DIS 1000 (3). Liberated Learning.** This course centers around the value of a liberal arts education with a specific focus on developing habits of life-long learning. These habits include exercising growth mindset, grit, empathy, and connections between disciplines to better understand how to engage with the world in a holistic way. The course will help students understand the value of a liberal arts education, apply growth mindset and grit to their work, analyze how a liberal arts education helps them create meaning out of the world, and demonstrate that value through the creation of a new learning project. *Four credits.* [DIS]

**DIS 1000 (4). How 2B Happy.** What does it mean to be happy? This course will examine the groundbreaking science of positive psychology and happiness research. Is the pursuit of happiness a selfish or selfless endeavor? The science of happiness tells us our overall well-being is inextricably woven into our social lives and our sense of purpose. How do the concepts of empathy, altruism, gratitude, mindfulness, self-efficacy, and humor intersect with our experience of a fulfilling life? Students will explore findings in the interdisciplinary fields of positive psychology, neuroscience, empathy studies, evolutionary biology, and more to investigate happiness from cognitive, emotional, social, spiritual, economical, and medical perspectives. Since research suggests that up to 40% of our personal happiness depends on our day-to-day habits, students will also build their own capacity for happiness through hands-on, experiential tasks that ask them to apply key concepts of positive psychology to their own lives in meaningful ways. *Four credits.* [DIS]

**DIS 1000 (5). Narrative by Nature: Literary Darwinism and the Story of Human Evolution.** Have you ever wondered why we surround ourselves with stories? We devour a favorite book, our hearts pound when we watch a scary movie, and we delight in the telling of a good yarn, whether real or imagined. When we're sleeping, we even dream them! Some of our earliest memories revolve around make believe, and while we may not view ourselves as "creative" individuals, we create and consume elaborate narratives our entire lives. Whether they are real life experiences or flights of fancy, stories absorb our hearts and minds, and help us navigate life's complex social problems. Some say that we are "wired" for it, but why? How do stories help us survive? Literary Darwinism is a relatively new and controversial theory built upon the interdisciplinary concept known as STEAM, the integration of the Arts into the traditional framework of Science, Technology, Engineering and Mathematics. By exploring our shared evolutionary history through the juxtaposition of ancestral heritage and modern dystopic narratives, students will build intellectual STEAM, solidifying our place as the storytelling animal and proving why, indeed, we can't live without stories. *Four credits.* [DIS]





**DIS 1000 (6). Fashion Statement: Power, Image, and Women in Britain.** This course will analyze the ways in which British women leaders (from 1500 to the present) used fashion and public image to cultivate their enduring historical memory. Students will consider when a leader successfully cultivated a cult of personality, for example Elizabeth I, versus a leader who was unable to control negative public opinion to create a positive historical legacy, for example Mary I. Students will also explore why a female leader's focus on public image and persona are often just as important as the policies she makes in a larger male-dominated society. To accurately understand the relationship between image and legacy, this course will use art, poetry, biography, personal letters, music, and other various media to gauge how leaders chose to be perceived to their public and how the public actually perceived the leader. This course will also explore the complex construct of "British" as students explore how the various leaders were challenged or supported because of their cultural background, for example the Queen Consorts from other countries who married British kings versus the Queens who were born and raised in Britain. *Four credits.* [DIS, DVSTY]

**DIS 1000 (7). Children's Media Design and Effects.** This class examines how media impact the health and development of children and adolescents—in both strategic and unintended ways. Students review theories of child development as they inform children's relationship with and understanding of media, then apply theoretical premises to examine how children attend to, and comprehend, and learn from media. The course introduces students to research paradigms and empirical study of favorable and unfavorable effects of media on children's physical, social, and emotional health and development, as well as efforts to use media for improving children's health. Students in this course develop prototypes of media products targeting a youth audience. *Four credits.* [DIS]

**DIS 1000 (8). Power Plays I.** How can the arts respond to and speak truth to those in power? In this course, we will go back in time to Elizabethan England where offending those in power could result in punishment far more serious than being thrown in the Clink. Being exposed as a Catholic could get you tortured; speaking ill of the Queen could result in your head jammed on a London Bridge pike. Playwrights such as Marlowe and Shakespeare wrote about power for both the powerful and the com-mon folk, occasionally raising the censors' eyebrows. We will explore the nature of power with the emphasis on play—what the International Shakespeare's Globe calls lively action. Through our play work, we will explore how the historical, political, and cultural moment of the Elizabethans can be put in conversation with our present time. The course will culminate in a Reacting to the Past game you will play a role and strategize for power to win the game. How will you negotiate the politics of power? Will you end up in the Clink? *Four credits.* [DIS]

**DIS 1000 (9). On Creativity.** Through exploring and applying theories of creativity, students will consider the relationship between making and knowing. This course positions stories, poetry, and memoir about creativity alongside research and application from a range of fields and perspectives. Through reading, discussion, writing, and hands-on activities, students will examine ideas about innovation. *Four credits.* [DIS]

**DIS 1000 (10). Harry Potter—Understanding Good and Evil.** The struggle between good and evil has plagued academics and everyday people for centuries. Philosophers, theologians, psychologists, writers, and others have attempted to determine what it is that makes something—or someone—good and what makes them evil. In this course, we will examine this debate through the lens of J.K. Rowling's famous Harry Potter series, and see how she, and her readers, utilize elements of the debate between good and evil. *Four credits.* [DIS]

**DIS 1000 (11). Military History of Middle Earth.** J.R.R. Tolkien created a world with mythical creatures, languages, and histories that in many ways paralleled his personal experience and his perceptions of contemporary conflicts. He combined his observations with his love of Anglo-Saxon, Old English, and Norse legends to produce a world with its own vibrant history. This course will explore the relationship between Tolkien's personal experiences in a world war, and living through a second, and how that affected the development of the themes, fictional states, characters, and their actions during the wars of the First, Second and Third Ages of Middle Earth. Furthermore, the course will explore how Tolkien used the histories and myths to develop a complex world and the epic wars fought. *Four credits.* [DIS]

**DIS 1000 (12). Movies of the Middle East.** This course involves the in-depth exploration of the Middle East's politics, economics, cultures, and religions. Throughout the course, students will watch a number of contemporary award-winning films from the region and read chapters and articles that will introduce them to the diverse people and cultures of the region. Through the critical analysis of the films, and class discussions of assigned readings, students will gradually learn about the history, culture, and contemporary political, social, economic issues of the countries in this region as well as dominant stereotypes. *Four credits.* [DIS]

**DIS 1000 (13). Why the Beatles?** Why have the Beatles, the most successful musical act in history, maintained their astonishing hold on the public imagination continually since they burst onto the scene in the early 1960s? What is the source of this group's power to maintain their popularity, relevance, and captivate three generations of fans? This course examines the Beatles, both in their own time and ours. By looking in depth at this ongoing artistic and cultural phenomenon through several lenses, students will practice and strengthen their research, writing, speaking, and critical research, writing, speaking, and



critical thinking skills. Students will employ their in-depth knowledge of the Beatles to consider related, but broader questions: what is the basis of genius? From what factors, historical circumstances, and personal characteristics does great achievement arise, and how much control do individuals have in creating conditions for greatness? *Four credits.* [DIS]

**DIS 1000 (14). The Gothic.** Why do we fear death? In what ways should we confront fear, especially the fear of death? This section will look at Gothic literature, typically defined by texts involving fears of death, terror, horror, suspense, and the uncanny. This literary mode most often features ghostly figures, a pervasive sense of doom, a link to a removed, ancient time, place, and mode of thinking, and the impression of a descent into mental, physical, and architectural collapse. The course will consider stories of medieval villains in abandoned castles and ones questioning the fear of death in the contemporary world. We will read “classic” Gothic works from the eighteenth century and newer ones as we consider the ways writers have engaged the fear of death in literature. *Four credits.* [DIS]

**DIS 1000 (15). How Science Makes Art Better and Art Makes Better Science.** This course explores the intersection of science with the visual arts. Basic principles of science (with an emphasis on chemistry and materials science due to the instructor’s background) will be applied to the topics of color, paint, paper, clay, glass, metals, photography, and art restoration. No prior knowledge of chemistry is assumed and minimal math skills are required. Four hours lecture with integrated lab/studio activities. *Four credits.* [DIS]

**DIS 1000 (16). True Crime I.** Murder, sex, intrigue: For centuries, true crime nonfiction narratives have titillated senses and ignited imaginations, but can true crime be more than sensational entertainment? By examining how true crime nonfiction has tangibly affected legal precedent, personal testimony, and the ethics of corporate wrongdoing, this course asks: How can studying true crime reveal social injustice and prompt positive change in communities? At its best, true crime is not just about police and criminals, but about the intersection of everyday people with the institutions that are significant in their lives. This class will read, listen, and view true crime investigative journalism that uses various mediums—books, articles, podcasts, film, and television—to explore how the true crime genre raises public awareness, triggers debate, and interrogates important cultural issues. *Four credits.* [DIS, EXPLN]

**DIS 1000 (17). Pre-Modern Sports and Games.** This course explores sports and leisure activities in pre-modern civilizations. The course will take a global approach to cover ancient and medieval eras. Students will explore the religious, political, and social contexts around the rise of many sports and games still played in our modern world. Students will be expected to make connections with how and why these early sports’ contexts differ, or not, from our modern emphasis of sports as sources of athleticism and entertainment. Demonstrations from coaches and/or athletes will also be incorporated to highlight what has been adapted in our modern world from these early sports. *Four credits.* [DIS]

**DIS 1000 (18). Beyond DC and Marvel: How Graphic Texts Work.** In this course, students gain visual literacy and interpretation skills through the reading of a range of graphic texts. Primarily, we will focus on the emergent genre of the graphic novel, using comic strips and popular superhero texts as a jumping-off point to better understand their literary siblings in which complex questions of identity and ethics are explored. Students will learn how to read the parallel narratives inherent to graphic texts, the nuances of visual rhetoric, and the fraught semantic relationship between text and images. Course readings will conclude with an exploration of historical and contemporary literary forms in which text and images meaningfully blend and intersect. Students will also have opportunities to try their hand(s) at creating visual texts both individually, and in pairs. *Four credits.* [DIS]

**DIS 1000 (19). A Sense of Place I.** This course explores “place” as a register for individual and collective memories, imaginations, and identities. Places and identities are not merely personal for us, but also connected to (and connecting us with) larger social and political processes with fundamentally spatial dimensions (nationalism and regionalism, imperialism and colonialism, cultural globalization). We’ll think about what it means to map a place through different types of narrative (because all maps tell stories) and how these narratives in turn “map” individual and cultural identities. *Four credits.* [DIS]

**DIS 1000 (20). What Does it Mean to be Human?** What does it mean to be human? What physical, emotional, intellectual, religious, or imaginative traits do we believe constitute “being human”? How have definitions of humanity changed over time? This course analyzes what it means to be human from the perspectives of a wide variety of disciplines and written and visual genres. *Four credits.* [DIS]

**DIS 1000 (21). The Jane Austen Effect: From Novels to Films.** Why are Jane Austen and her novels perpetually popular? Why are they so frequently adapted into film? Such enduring appeal of Austen’s works stretching over two centuries suggests an even deeper consideration: what is a classic? In this course, we shall analyze several of Austen’s novels and their film adaptations as we explore her works in the context of what it means to be a classic. *Four credits.* [DIS]

**DIS 1000 (22). Elite Athletes: Born or Bred?** Is it true that Kenyans are the best distance runners? Or that “white men can’t jump?” What does it mean to have “the mind of a champion?” This course will explore the genetic, psychological, and cultural influences on sport participation and performance. Drawing on primary research, critical essays, and popular media sources, we will explore controversial topics such as genotyping for athletic performance and social influences in youth sport culture, as well as ethical dilemmas such as those raised by recent advances in sport science and use of ergogenic aids. *Four credits.* [DIS]

**DIS 1000 (23). Music, Resilience, and Life Skills.** A liberal arts education is concerned with forming the whole person; music almost certainly plays a significant role in your life already, and it may intersect with major in interesting ways. At the conclusion of the course, you should have a better understanding of how music works, as well as its ability to shape and connect people in community, enhance resilience, and build such life skills as creative thinking, collaboration, and growth-mindset. *Four credits.* [DIS]

**DIS 1000 (24). The Search for Intelligent Life in the Universe.** Are we humans alone in the Universe? That is the big question we will explore in this course. We will explore current scientific views of origins, how the Universe, our planet, life, and humans came to be. We will take a journey through the various factors that will determine the likelihood of finding another planet with intelligent life in our galaxy by exploring the factors in the famous Drake Equation. Along the way, we will look at current projects that are helping us answer some of our questions, like the rovers searching for evidence of past water and life on Mars, the TESS space telescope looking for Earth-like planets around other stars, and the SETI Institute programs listening for alien communications. Finally, we will investigate claims that Earth has been visited by alien life already. *Four credits.* [DIS]

**DIS 1000 (25). That's Amore: Love in the Italian Imagination.** This course examines the historical, social and political environments surrounding the theme of Love in Italian life and society. Students will read a selection of texts, watch films, and analyze art that represent different forms of love: romantic, spiritual, family and friendship, and homeland. They will cultivate collaboration, critical thinking, and text analysis skills across disciplines. There will be group discussion, mock debates, creative writing assignments, critical analysis papers, and oral presentations. *Four credits.* [DIS]

**DIS 1000 (26). Detective Fiction and the Quest for Knowledge.** In this course, we will resist the notion that detective stories are merely page-turners or guilty pleasures by analyzing the genre's unique appeal and posing questions that place it in its historical, cultural, and literary contexts: When did the detective story originate and how has it evolved? How do famous literary detectives both reflect and challenge the values of the societies in which they work? How do the particular plot devices of these stories help us comprehend narrative structure more generally? While examining a range of texts, we will also sharpen our own detection skills as readers. Like professional sleuths, we will practice identifying and interpreting clues, gathering evidence, and employing a variety of research methods in order to better understand the texts under consideration. Ultimately, students will discover that reading detective stories is not just a matter of finding out "who done it"; on a deeper level, this genre invites us to investigate the human thirst for knowledge and the means through which that knowledge is acquired. *Four credits.* [DIS]

**DIS 1000 (27). Minds, Machines, and Human Beings.** In this course, we'll delve into deep questions about human nature, consciousness, existence, knowledge, and meaning. To explore philosophical concepts from a variety of interdisciplinary perspectives, we will use a mixture of short stories, scholarly readings, video clips, movies, and computer programs to investigate fundamental questions in a colorful way. *Four credits.* [DIS]

**DIS 1000 (28). Political Leadership.** Do you have what it takes to become a leader? This course investigates how political leaders come to power, exercise their will and establish their historical legacies across different types of societies. Using academic research, biographies, and film portrayals of leaders in action, students will analyze various patterns and techniques of effective leadership with a goal of discovering their own leadership potential. One of the main goals of this class is to stimulate (1) intra and interpersonal skills and (2) integrated learning via student input, questions, and discussion as well as course essay assignments. The seminar uses teaching methods explicitly designed to encourage student input, questions, and discussion. In most meetings, I will either engage the class with a two-way, interactive lecture on topics and issues not covered in your reading assignments or guide a dialogue based on your assigned readings. In both cases, I typically will organize our classroom exchanges around a loosely structured format that relies on your active, informed class participation. While a series of focus questions will keep our discussion on track and help you to identify major ideas and concepts, you should consider our classroom as a place of debate and conversation where your input and ideas are a critical component of student learning. Thus, please aim to make the most of our seminars and class exercises by consistently coming to class well-read and fully prepared to ask questions, to comment insightfully on the day's reading assignments and to engage the ideas and perspectives of other students. *Four credits.* [DIS]

**DIS 1000 (29). Comedy, Culture, and Why We Laugh.** In this course, we will explore the significance of an often-underappreciated feature of human life: humor. We will engage meaningfully with one another about what we find humorous, what humor is, why we find things humorous, what humor can be used to do, why context matters, and how morality affects what we find funny. Using a wide variety of resources (e.g., students' experiences, recorded interviews with professional comedians, psychology literature, evolutionary biology literature), we will make useful connections among different academic disciplines, social practices, and our personal lives. This course invites students to investigate and, through critical analysis and discussion, develop thoughtful reasons for their positions. *Four credits.* [DIS]

**DIS 1000 (30). Fashion Icons Through the Ages.** This course analyzes clothing styles and images throughout history and helps us to identify the political, economic, religious, and social influences that impacted the development of each look. We'll learn to see clothing as more than an aesthetic statement: clothing is a clear reflection of society during a particular time. Expect to explore, research, and study fashion icons throughout history, as well as attempt to predict future clothing looks based on the direction society is headed. *Four credits.* [DIS]

**DIS 1000 (31). The Shell I'm In: Phenomenology of the Body.** The purpose of this course is to examine relationships between bodies and worlds, and what that means for having a sense of self. In short, this course invites you to go beyond a typical understanding of the body to look 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 reflects and helps shape our sense of who we are; so much so in fact, it is thought that that our appearance is linked with our essence. Grasping the significance of the body involves studies of historical, social, and cultural variations in experience and identity. We must recognize how our own bodies and identities are located within a particular social, cultural, and historical context. *Four credits.* [DIS]

**DIS 1000 (32). Semiotics.** This course offers an introduction to the foundational relationship between language and culture by examining semiotic approaches to the study of language. In this course, you will learn how language both reflects and creates thought, culture, and power relations. You will also learn how to apply the concepts we study to your own everyday experiences with language. *Four credits.* [DIS]

**DIS 1000 (33). Napoleon's Hat and the Art of War.** The Duke of Wellington said, "Napoleon's hat is worth 40,000 men on the battlefield." This course will explore the art of war and military command in the Modern world. Is war an art or science? Military commanders have approached this question from both perspectives. The course will examine military thought and practice and the changing nature of leadership from Frederick the Great to the present. *Four credits.* [DIS]

**DIS 1000 (34). African American Humor.** George Carlin once said, "every comic sees the world through a prism that the average person doesn't see through." By looking at smaller, alternative facets of daily life we visualize a more complete picture. For this course we will examine African American humor and its connections, contributions, and critiques on modern American life. We will examine theoretical explanations for African American laughter and how it manifests in popular texts. We will use scholarly texts and documentaries, to analyze the sociohistorical importance of African American popular materials such as folk humor, comedy sketches, television shows, political cartoons, and standup comedy shows to explore the intersections of the African American and American experience. *Four credits.* [DIS]

**DIS 1000 (35). Who Owns the Past? Archaeology and Cultural Heritage.** Who owns the past? Who creates the knowledge that defines what is history? These questions, both practical and theoretical frame this class. The main topics of this course are the impact of the past on the present, and the impact of the present on the past. Thus, we will be looking both at how the past plays a role in contemporary society, and impacts contemporary archaeological research, management, and conservation. In a world marked by rapid globalization and rapidly changing technology, heritage presents a particular paradox. Increasingly, heritage sites are flash points in cultural and religious conflicts around the globe. A majority of heritage sites have had archaeological excavations conducted at them and this evidence is used to justify the significance of these sites. Heritage can also be viewed as a unifying force in nation-building and in forging international alliances. Clearly, "history" matters – but how do certain histories come to matter in particular ways, and to whom? How is research on the past shaped through present-day concerns about identity, community, and nation, alongside transnational flows of people, money, and goods? And finally, is cultural heritage a universal right? *Four credits.* [DIS]

**DIS 1000 (36). History of Video Games.** This course will guide you in answering a central question: How have video games both shaped and been shaped by new technologies and societal trends, and what can they tell us about the future of entertainment in the 21<sup>st</sup> century? The (relatively) new medium of video games has a history that is linked not only with the development of new technology, but also with broader societal trends. How has the ubiquity of mobile technologies, such as phones and tablets, lead to the increasing popularity of "casual" games, and how does that affect what kinds of games people play? How has competition within the games industry lead to technological breakthroughs which impact not only video games, but other industries as well? What does it mean to call oneself a "gamer," and what are the explicit and implicit messages around who gets to play video games in our society? In this course, you will become both a historian of games as well as a futurist who is able to spot trends and make predictions about the future of games and other forms of interactive media. By examining how video games and their role in society have shifted since their inception, you will be able to analyze current happenings in the world of games and predict what might happen next. Most importantly, as the history of video games is still being written, you will reflect on your active role in shaping the directions that games go in next, as critical consumers and perhaps even as designers. *Four credits.* [DIS]

**DIS 1000 (37). The Good Life: Leadership, Success, and Happiness.** This course offers an exploration of the evidence-based and validated approaches for achieving the Good Life. Inherent elements addressed in this exploration include defining



one's life purpose (personal and professional), personality and behavioral factors, individual and group leadership, success attainment strategies, and the empowering practices that influence one's experience of happiness. Contemporary research is offering new perspectives on living a more fulfilling personal and professional life and the corresponding strategies that are proven to help enable a growth-mindset and the achievement of goals. Additional topics include stress, anxiety, emotional intelligence, gratitude, resilience, mindfulness, trust, adaptability, habits, goal setting, and compassion. Diverse pedagogical strategies including experiential activities (experiments, exercises, and activities), group debates and discussions, reflection journaling, podcasts, and community interventions will engage students as a central player in achieving course objectives. *Four credits.* [DIS]

**DIS 1000 (38). Marketing and Pop Culture.** This course addresses the marketing concept of positioning and the controversial rise of product placement in popular media such as film and television. Using a variety of examples, this course seeks to emphasize how product or brand placement in popular media is used to position products in the consumer's mind. Students will be challenged to think critically about these types of placements and to question the ethics and effectiveness of such positioning attempts. *Four credits.* [DIS]

**DIS 1000 (39). Reel Women: How Does Music Portray Women in Film?** This course investigates how music impacts the portrayal of women in film from the earliest days of Silent Films to present day motion pictures. Students will be introduced to the basic elements of music and narrative film to gain an appreciation of the combined artistic effects of the two forms. Topics discussed include musical concepts and terminology, "hearing" music, the implications of feminine musical stereotypes, the use of music to define sexuality and gender, and defining female characters in animation through music. This course will view scenes and excerpts from many films as well as feature-length movies both in and out of class. *Four credits.* [DIS]

**DIS 1000 (40). Seven Deadly Sins.** Although the language of "sin" isn't very fashionable these days, there continues to be a fascination with the notion of the seven deadly sins. This course uses the traditional framework of the seven deadly sins to inquire anew about traits long held to be destructive of human flourishing. In conversation with this rich moral tradition, students will develop their own views on these "vices" and use them as organizing tools for exploring the breadth of Christian ethical reflection. *Four credits.* [DIS]

**DIS 1000 (41). Talking About Freedom: The Constitution, Civil Rights, and the First Amendment.** Using the story of race in America, this course examines the theory of Popular Constitutionalism, or the idea that citizens working outside the courts shape constitutional law and consider how social movements and political mobilizations give rise to new meanings for and expression of constitutional values. Key moments in the struggle for freedom, civil rights and equality created important

junctions in the history of constitutional law and show that a wide range of social actors drive change by participating in America's unique and dynamic constitutional culture. In the long view of history, it's not the judges, but the people, who decide what their Constitution means. *Four credits.* [DIS]

**DIS 1000 (42). Dance and Popular Culture.** This course will focus primarily on dance and popular culture. Through provocative readings, viewings of various dance styles and genres, and discussion, students will investigate how dance functions as a social and cultural practice that fosters change and evolution. This course will provide opportunities for scholarly research and will allow the student to confront the meaning and nature of dance in relation to cultural, social, and evolutionary identity. *Four credits.* [DIS]

**DIS 1000 (43). Understanding Our World Through Patterns.** We continuously encounter patterns, noticeable regularities that predictably repeat, in the symmetry of a sand dollar, the flow of traffic, the fractal branching of lightning, and recurring life events. Patterns are powerful; they can set up expectations, tell stories, make predictions, and inspire curiosity. Pattern recognition can provide different perspectives, lead to new discoveries, promote novel ideas, and provide templates to make sense of our experiences. This course examines not only the math and science behind patterns but also the artistry and beauty in design. Students will engage with patterns in various contexts (e.g., language, nature, people, and art). This course aims to provide students with opportunities to leverage pattern recognition to better understand themselves and the world around them. *Four credits.* [DIS]

**DIS 1101/1102. A Sense of Place II/III.** This course explores "place" as a reflection of individual and collective memories, imaginations, and identities. Places are not merely personal for us; they are also connected to (and connecting us with) large social and political processes such as nationalism and regionalism, imperialism and colonialism, and cultural globalization. Places are complex sites for the analysis of individual and collective selves, including your own "self." Students will complete a mapping project that tells a story of their own sense of place. *Two credits for each course.* [DIS]

**DIS 1101/1102. True Crime II/III.** Murder, sex, intrigue: for centuries, true crime nonfiction narratives have titillated senses and ignited imaginations, but can true crime be more than sensational entertainment? By examining how true crime nonfiction has tangibly affected legal precedent, personal testimony, and the ethics of corporate wrongdoing, this course asks: How can studying true crime reveal social injustice and prompt positive change in our communities? At its best, true crime is not just about police and criminals, but about the intersection of everyday people with the institutions that are significant in their lives. This class will listen to and analyze true crime investigative journalism that uses podcasts to introduce how the true crime genre raises public awareness, triggers debate, and interrogates important cultural issues. *Two credits for each course.* [DIS]

**DIS 1101/1102. Power Plays II/III.** How can the arts respond to and speak truth to those in power? In this course, we will go back in time to Elizabethan England where offending those in power could result in punishment far more serious than being thrown in the Clink. Being exposed as a Catholic could get you tortured; speaking ill of the Queen could result in your head jammed on a London Bridge pike. Playwrights such as Marlowe and Shakespeare wrote about power for both the powerful and the common folk, occasionally raising the censors' eyebrows. We will explore the nature of power with an emphasis on play—what the International Shakespeare's Globe calls lively action. Through our play work we will explore how the historical, political, and cultural moment of the Elizabethans can be put into conversation with our present time. *Two credits for each course.* [DIS]

**ITG 3001. Questing through Narratives.** This class weaves together English and Communication theories and skills to help students understand and produce effective narratives across mediums. Students will practice writing, video production, and game design. Students will explore what it means to be human and express themselves through fiction and reflect upon how those messages are interpreted by different audiences. Content will cover story structure, character, genre, media effects, aesthetics, play, tropes, and interactivity. *Four credits.* [ITG]

**TAC 1000. Investigating U.S. Public Opinion.** This course investigates the question: "How do researchers understand the relationship between American individuals' ideas about the world and the concept of American public opinion?" Students will complete a semester-long project using both quantitative and qualitative social science research methods, including serving as an interviewer with the High Point University Survey Research Center and pursuing an independent or collaborative qualitative data collection project focused on some issue central to understanding U.S. history, politics, institutions, or civic life. Students will also have opportunities to plan and administer focus group interviews, develop and conduct individual face to face interviews, or undertake archival public opinion research to delve into qualitative evidence of American public opinion about history, politics, institutions, and civic life. Readings and other materials for class will reflect an interdisciplinary approach to determining what public opinion is on a range of issues and subjects as well as facilitate students developing their preferred approaches to tracking public opinion. *Four credits.* [TACXT, EXPLN]

**TAC 1010. Democracy in America: We the People.** This course surveys the origins, institutions, and culture of the U.S. political system focusing on fundamental themes that exist in U.S. political, civic, and cultural institutions from the Founding until present day. What is the relationship of these aspects of U.S. politics to the Founders' intentions? How do these themes relate to changes in American political, civic, and institutional cultures over time? How do these themes affect the relationship

of people to their government? How well have the nation's political, civic, and cultural institutions served the common good in the past and how well do they perform today? Students will explore these and other enduring questions and reach their own conclusions about American history, institutions, politics, and civics in the 21<sup>st</sup> Century. *Four credits.* [TACXT]

**TAC 2100. American Masculinity: The End of an Era?** The focus of this course is about American masculinity "at the end of an era," but what is ending, and why? The course describes a change that has, in most respects, already happened. The era of unquestioned and unchallenged male entitlement is over. This is a course about those men who either don't yet know it or sense the change in the wind and are determined to stem the tide. The end of that era leaves those of us who have benefited from the dramatic social inequity that has characterized American society for so many years—we straight white men—with a choice to make: we can either be dragged into that future of greater equality and therefore greater freedom for all, or go with the tide, finding out, along the way, that the future is actually brighter for us as well. *Four credits.* [TACXT, DVSTY]

**TAC 2200. Language and Power in America.** The objective of this course is to examine the interconnections between language and power; specifically, to explore the role of language in articulating, maintaining, and subverting power relations in American society. The course provides students with the tools to consider the interplay between linguistic and extra-linguistic factors such as race/ethnicity, gender, and sexual orientation in the creation and dissemination of specific types of discourse, such as media discourse, political discourse, and institutional discourse. Additionally, this course aims to provide students with the meta-language and analytical tools to describe, analyze, and uncover the various (strategic) biases in language, as well as to articulate how these biases reflect, maintain, and create power relationships among individual speakers and in society. *Four credits.* [TACXT]

**TAC 3000. Catch the Waves! 200 Years of American Feminism.** This course is an in-depth study of specific foundations, elements, experiences, and contributions to the three waves of feminism in the United States of America. Beginning with 18<sup>th</sup> century proto-feminisms, this course traces the history of 3 waves of feminist activism. We will analyze how intersectional identities of gender, class, and race have impacted and propelled feminism in America. Our readings will include a wide array of genres: speeches, essays, government documents, documentaries, literature, medical writings, film, and more that tell the story of two centuries of feminist thought and activism in America. *Four credits.* [TACXT, DVSTY]

"Too often we participate in the globalization of indifference. May we strive instead to live global solidarity."

—Pope Francis

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## 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 the 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 (failure/absences)** is the grade assigned if a student who is failing a course is dropped from the course after the end of the add period but before the withdrawal date set by the University. The withdrawal date for the fall and spring terms is the end of the night week of classes, and the end of the second week of classes for summer terms.

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

**WA (withdrawn/absences)** is the grade assigned if a student who is passing a course is dropped from the course after the end of the add period but before the withdrawal date set by the University. The withdrawal date for the fall and spring terms is the end of the night week of classes, and the end of the second week of classes for summer terms.

**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 student must elect the Pass/Fail option by the last day to add a course, as stated in the academic calendar. Likewise, the Pass/Fail designation 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 course.
3. A copy of the notification of warning to a student shall be given to the student's advisor.
4. The following grades apply to a student dropped from a course by an instructor for reasons of non-attendance:

- **WA** is assigned if a student who is passing a course is dropped from the course after the end of the add period but before the withdrawal date set by the University. The withdrawal date for the fall and spring terms is the end of the ninth week of classes, the end of the second week of classes for summer terms.
  - **FA** is assigned if a student who is failing a course is dropped from the course after the end of the add period but before the withdrawal date set by the University. The withdrawal date for the fall and spring terms is the end of the ninth week of classes, the end of the second week of classes for summer terms.
- Written notice of an instructor's attendance policy must be on file with the Provost.

### Incident Weather Policy

The policy of High Point University is to conduct scheduled 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 Environmental Health, Safety, and Preparedness, 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 FH 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.

## FERPA

The Family Education Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of educational records. It also provides guidelines for the use and release of student educational records. The student is considered the "owner" of his or her academic records and may consent to the release of those records to specified third parties. The consent form, Student Consent for Access to Education Records, is available online and in the Registrar's Office. Completed forms should be returned to the Registrar's Office, Roberts Hall, Suite 101.

## Grade Schedule

At the end of each semester, students may access their grades through Student Planning.

At mid-term, grades for all students are forwarded to the academic advisors and sent to students' homes. 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 (16) credits per semester. By taking courses during summer school sessions, students can complete up to twelve (16) 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 post-secondary 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.

Equivalencies for AP examinations and the International Baccalaureate Programme can be viewed at [www.highpoint.edu/registrar](http://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.

**Study at Other Institutions.** To receive credit for work done at another institution, the student must be in good academic

standing (2.0 GPA or higher) 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 school work at another institution must be presented to the Registrar's Office by the end of the semester. For example, a student requesting permission to take summer coursework elsewhere must submit the application before 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 will be granted for coursework taken at another institution unless a grade of C or better has been earned; a grade of C- or below will not be accepted. Although credit hours earned 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 in-person summer sessions.

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, which will explain and coordinate the procedural requirements for withdrawal. Withdrawal from the university is an extremely serious decision, and a student contemplating this action should consult with his or her academic advisor, as well as the 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 the fall or spring term. Other types of leave 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 retroactive 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.** Every student planning to graduate from High Point University must apply for graduation through the Office of the University Registrar upon completion of 96 credit hours. Submission of this required form serves as official notification that the student intends to fulfill all degree requirements by 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 *Bulletin* 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. Students who complete their degree requirements at the close of the spring semester will have their diplomas mailed to their permanent address following the May commencement ceremony.

### 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 \$5.40 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, interpret, and synthesize information from a variety of disciplines to answer questions of enduring and contemporary importance by engaging the intellectual traditions and research methods that shape studies in the mathematics, natural sciences, social sciences, humanities, and the arts.

**Ethics.** Describe and reflect upon their roles as global citizens to recognize and analyze ethical issues within real-world challenges and make sound judgments when engaging in learning, research, creative works, co-curricular experiences, interpersonal relationships, civic activities, and professional duties.

**Awareness.** Demonstrate awareness of the diversity across cultures and individuals in an interconnected world and seek to understand how their actions affect both local and global communities.

**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 to complete multifaceted projects that affect real communities.

**Integrative Learning.** Using critical, creative, and reflexive thinking skills to synthesize learning and experiences across the curriculum and co-curriculum.







### 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	Communication	1
HNR 1100 - 1199. Humanistic Inquiry	Traditions, Ethics, Awareness, Communication	4
HNR 1100L. Honors Colloquium	Ethics, Awareness, Communication	-
HNR 1200 - 1299. Social Scientific Inquiry	Traditions, Ethics, Communication	4
HNR 1300 - 1399. Quantitative Reasoning	Traditions, Communication, Collaboration	4
HNR 2400 - 2499. Scientific Reasoning	Traditions, Ethics, Communication	4
HNR 2500 - 2599. Aesthetic Inquiry	Traditions, Awareness, Communication	4
HNR 3600 - 3699. Scholar Seminars	Traditions, Ethics, Awareness, Communication	8
HNR 3700. Methods, Proposals, and Planning	Traditions, Ethics, Communication, Collaboration, Integrative	2
HNR 3800. Qualifying Signature Project	Ethics, Communication, Collaboration, Integrative	2
HNR 4900. Life, Work, and the Liberal Arts	Traditions, Communication, Integrative Learning	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

"The will to win, the desire to succeed, the urge to reach your full potential, these are the keys that will unlock the door to personal excellence."

—Confucius

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, which will be noted on the student's academic 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	DIS 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

## 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 complete at least 12 semester hours of course work on a graded (not Pass/Fail or Credit/No Credit) basis and may not have an Incomplete grade for the semester.

### 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.

1. A student may elect this option at the beginning of the junior year (and in some cases, at the beginning of the senior year).
2. 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.
3. 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.
4. 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 Theater Honor Society, recognizes participants in collegiate theater.

**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 Student Engagement and Success

In several different and dynamic ways, the Office of Student Engagement and Success enhances students' learning throughout their time at High Point University. The Office of Academic Services supports students' academic progress, success, and persistence through programs such as academic advising and tutoring; 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 Global Education helps students participate in numerous study abroad opportunities and is the support and information hub for international students; the Learning Excellence Program provides students with a diverse, comprehensive, and individualized support program and oversees the ADV 1101 Foundation for Academic Success Course; and the Campus Concierge provides students with a single point of contact for services and information about High Point University and the City of High Point. Through this comprehensive array of programs, High Point University provides students with widespread and 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.

### Academic Services

The mission of the High Point University Office of Academic Services is to support the academic progress, success, and persistence 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.

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 web-site at [www.highpoint.edu/academicadvising](http://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.

**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.

### Learning Excellence

Learning Excellence is a fee-based academic support program that provides comprehensive services for any student at High Point University. The program is beneficial for any student who needs help with transitioning to college, organization, time management, study skills, or strategies to help with learning differences. The program can also be used by students who are preparing for graduate and professional school or a career and



need help with applications, personal statements, or interviewing. This impactful program of individualized support develops a uniquely-designed learning action plan so that each student receives the personalized attention and encouragement needed to be successful. A required application to join Learning Excellence can be obtained from the Director of Learning Excellence. This program is also responsible for coordinating ADV 1101: Foundations for Academic Success. For more information about the Learning Excellence Program, please send an e-mail to [learningexcellence@highpoint.edu](mailto:learningexcellence@highpoint.edu).

**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. *Four credits.*

## 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 persistence 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. In order to be a student in good standing, at the conclusion of the fall semester, the student must earn a cumulative GPA of 2.00 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 2.00 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 students 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/>.

## 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 firsthand 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 develop intercultural competencies and sensitivities.
  - . 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 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, Chile, China, Costa Rica, Czech Republic, Ecuador, Fiji, France, Germany, Hong Kong, Italy, Japan, Morocco, Peru, Russia, South Africa, South Korea, Spain, and the United Kingdom.

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

HPU Global Experience and Maymester 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 and Maymester programs can be found on the Office of Global Education website: <http://www.highpoint.edu/global/faculty-led/>.

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 or Maymester program must have a minimum GPA of 2.00 at the time of application and at the time of departure. Students applying for an unaffiliated study abroad must also 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). Credit hours for courses taken abroad are determined by the Office of Global Education.

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 School of Humanities and Behavioral 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 School of Humanities and Behavioral 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 School of Humanities and Behavioral Sciences will not award General Education (Core) credit for a course taken abroad earning less than three (3) U.S. credits. The School of Humanities and Behavioral 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. Transfer equivalencies for courses taken abroad are determined by the appropriate department chair.

**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 worked diligently 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.



"When a goal matters enough to a person, that person will find a way to accomplish what at first seemed impossible."

—Nido Qubein

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](mailto: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. Office 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.

## Campus Concierge

The Campus Concierge provides students with a single, comprehensive information point on campus. From ticket distribution for cultural enrichment events to restaurant recommendations and reservations to general campus and local information and directions, the Campus Concierge is dedicated to providing extraordinary service to our students. Daily e-mail 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 off location, a daily weather forecast, dry cleaning services, and complimentary GPS use, Kindle book readers, iPad use, and calculator use.

Students may follow the Concierge in several ways:

[www.highpoint.edu/concierge](http://www.highpoint.edu/concierge)

Facebook: [HPUconcierge](https://www.facebook.com/HPUconcierge)

Twitter: [@HPUconcierge](https://twitter.com/HPUconcierge)

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



## 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. *This class is only open to Freshman Siegfried Leadership Fellows in their fall semester. 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 2.00 and a 2.00 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.

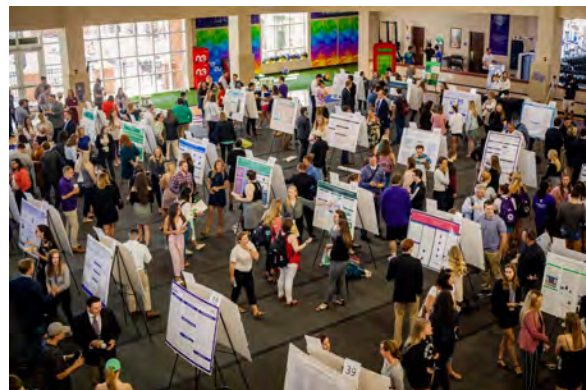
- During the term of the internship and in addition to a midterm and final evaluation, an electronic weekly time log must be kept and submitted.

## 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 who graduate in 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), and coordinates three summer research programs. More information on these programs can be found on the URCW website, [www.highpoint.edu/urcw](http://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](mailto: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 along with online materials to support undergraduate and graduate programs at the university. The collection, which contains 265,000 physical volumes, can be searched via the web catalog. Collections at Smith Library include a University archive, the Thomas Wolfe Collection, a special book collection, and a collection focusing on furniture and interior design. The ReaderSpace is the home to the popular fiction and new book collections and are housed on the main floor of the building. The four floors of Smith Library contain a variety of study venues including 125 computers, a library instruction room, and a technology lab.

- The Lower Level offers group study areas and several high-tech collaboration spaces where students can work together.
- 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 Accessibility Services (OARS), the Office of Academic Services, and Learning Excellence.

**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 young adult fiction.



Other campus collections include:

- **The Barry Schultheiss Hayworth Chapel Collection** located in the Hayworth Chapel lounge is a collection of religious studies materials.
- **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.
- **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.
- **Stout School of Education Resource Center,** located in the Stout School of Education, provides access to the University's juvenile and curriculum materials collection.

**Online Content.** The library provides access to a wide range of online resources for our students with strong support for our health sciences programs. Access to journals such as Nature.com and JAMA, plus access to UpToDate and the MicroMedex databases are just a part of this scholarly collection. The library supports our students with citation help and we use Endnote as a paper-writing citation tool. Students and faculty have access to dozens of library resource guides that can help students as they research paper topics. Patrons can research using 200+ databases in a variety of subjects that include 32,000 online periodical titles, 650,000 eBooks, and 110,000 streaming films. The library web catalog searches university-owned content as well as content at libraries and archives from around the world. Seamless off-campus access to online resources is available to those with a High Point University e-mail username and password.

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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## Library Services

**Circulation Services** is housed in Smith Library and helps students who want to borrow books and other materials owned by the University. Circulating items include books, movies, media equipment, and more. The patron is responsible for all checked-out items and can renew and request items via their library account, which can be accessed online.

**Media Services** provides multi-media services to individuals, classes, and other interested groups. Media staff can help with presentations, video, audio editing, and houses a large media collection made up of cameras and film making accessories that students can borrow. Library patrons have access to video editing, podcasting, virtual reality headsets, and an online collection of 110,000 educational films and a well-developed film collection.

**Printing Services** is located in the lower level of Smith Library. Students, faculty, and staff can use print shop services to make specialty prints such as posters, photo prints, booklets, and more. There is a charge for these services. Visit the printing website to read about the service and submit a request via the print request form.

**The Reference Department** provides research help in person and via phone, email, chat, or text message. Reference librarians teach information literacy sessions. These “how to” research sessions are offered to students throughout their college career. Also, 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 (a service commonly called Interlibrary Loan).

### Librarians are here to help!

- Students, faculty, and staff can access information resources, the online library catalog, a list of databases and other resource links as well as general information about the library at our website: [www.highpoint.edu/library](http://www.highpoint.edu/library).
- Students, faculty and staff can request assistance by using the library chat client any of the hours that the library is open. If a student would like more in-depth help they can schedule an appointment with a librarian. An email ([reference@highpoint.edu](mailto:reference@highpoint.edu)) or a phone call (336-841-9101) is also a quick way to get assistance.



## 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;
3. 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.

4. Share the intellectual and human capital of HPU with the local community through mutually beneficial partnerships.
5. Integrate the course material and service experience and apply it through the creation of some product (paper, poster, presentation, program, etc.).
6. Identify complex ethical issues, entertain different perspectives on them, and evaluate one's own position.
7. Understand and address at least one unscripted problem that faces the Piedmont Triad by engaging the community through authentic conversation and leadership.
8. 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 equip graduates for success and significance." 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 of an academic or experiential nature and carried out under the guidance of the Committee on Individualized Majors. Upon final clearance, a degree candidate pursuing an individualized major will have his or her curriculum confirmed by the Director of Individualized majors.

Students wishing to pursue this major option should consult Dr. Rick Schneid, Director of Individualized Majors, at [fschneid@highpoint.edu](mailto:fschneid@highpoint.edu).

### Independent Study

An 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 an 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 school of the student's major. Upon approval, the student should submit the completed application to the Office of the University Registrar for registration in the course.
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. A 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. A 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 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 directed study course, the chair of the student's major department, and the Dean of the school of the student's major. Upon approval, the student should submit the completed application to the Office of the University Registrar for registration in the course.
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 who are interested in a career in engineering may, upon successful completion of an approved three-year program in pre-engineering, 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 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.

### 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 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, Biology, Biomechanics, Chemistry, Exercise Physiology, Physiology, Physics, and Nutrition. Students are also encouraged to obtain clinical observation hours under the supervision of a certified athletic trainer.



## Dentistry

(Advisor: Dr. Scott De Rossi, School of Dental Medicine)

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 2010/2020. Organic Chemistry.....	8
PHY 1510/1520. General Physics <b>or</b> 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 2010/2020 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. 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)**

	<u>Credits</u>
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 2010/2020. Organic Chemistry and Lab.....	8
PHY 1510/1520. General Physics <b>or</b> 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 extracurricular 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:

[www.highpoint.edu/preprofessionalprograms/ministry/](http://www.highpoint.edu/preprofessionalprograms/ministry/)

**Pharmacy**

*(Advisors: Dr. Mary Jayne Kennedy, 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 2010/2011. Organic Chemistry I/Lab .....	4
CHM 2020/2021. 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. 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 <b>or</b> STS 2020. Introduction to Statistics.....	4
ATR 1300. Medical Terminology.....	1

**Physician Assistant**

*(Advisors: Dr. Kristin Ackerman, 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 review the 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 2,000 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 1<sup>st</sup>, approximately one year prior to matriculation.

	<u>Credits</u>
ANA/BIO 2070/2071 . Human Anatomy with Lab <b>or</b> 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 <b>or</b> BIO 3040. Microbiology.....	4
BIO/PHS 2060/2061. Human Physiology with Lab <b>or</b> BIO 3061/3061L. Integrated Human Physiology and Lab <b>or</b> 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**

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.

**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., N.C. State University requires a minimum of 400 hours of veterinary experience and 100 hours of animal experience.)

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





## 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. The maximum course load is sixteen (16) 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> or from the Office of the University Registrar.

Current HPU students do not need to apply to summer school and may register through Student Planning. All visiting or non-HPU students must apply online at <http://www.highpoint.edu>.

If a student speaks English as a second language, the he or she 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.

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*.



# Programs of Study | 2023 - 2024

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## THE DAVID R. HAYWORTH SCHOOL OF ARTS AND DESIGN

### MAJORS

- Dance (B.A.)
- Design Studies (B.A.)
- Fashion Merchandising (B.S.)
- General Fine Arts (B.F.A.)
- Interior Design (B.S.)
- Music (B.A.)
- Studio Art (B.A.)
- Studio Graphic Design (B.F.A.)
- Theater (B.A.)

### CONCENTRATIONS

#### Design Studies Major

- Graphic Design

#### Music Major

- Instrumental Studies
- Piano/Organ
- Voice

#### Theater Major

- Performance Theater
- Technical Theater
- Collaborative Theater

### MINORS

- Art History
- Dance
- Fashion Merchandising
- Graphic Design
- Music
- Musical Theater
- Museum Studies
- Photography
- Studio Art
- Theater
- 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.)

### MINORS

- Accounting
- Business Administration
- Economics
- Entrepreneurship
- Finance
- Global Commerce
- Healthcare Management
- Leadership
- Marketing
- Operations and Supply Chain Management
- Sales
- Social Media Marketing
- Women's Leadership Development

## THE NIDO R. QUBEIN SCHOOL OF COMMUNICATION

### MAJORS

- Advertising, Public Relations, and Strategic Communication (B.A.)
- Event Management (B.A.)
- Game Design (B.A.)
- Hospitality Management (B.A.)
- Journalism (B.A.)
- Media Production (B.A.)
- Social Media and Digital Communication (B.A.)
- Sport Management (B.A.)
- Sports Media (B.A.)

### MINORS

- Event Management
- Game Design
- Hospitality Management
- Journalism
- Media Production
- Popular Culture Studies
- Sport Management
- Sports Media
- Strategic Communication

"If you don't design your own life plan, chances are you'll fall into someone else's plan. And guess what they have planned for you? Not much."

—Jim Rohn

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## THE STOUT SCHOOL OF EDUCATION

### MAJORS

- 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

- Actuarial Science (B.S.)
- Computer Engineering (B.S.)
- Computer Science (B.A. & B.S.)
- Cybersecurity (B.S.)
- Data Analytics and Statistics (B.S.)
- Data Science (B.S.)
- Electrical Engineering (B.S.)
- Mathematical Economics (B.S.)
- Mathematics (B.A. & B.S.)

### CONCENTRATIONS

#### Computer Science Major

- Cybersecurity

### MINORS

- Computer Science
- Cybersecurity
- Data Analytics
- Data Science
- Mathematics
- Statistics

## THE CONGDON SCHOOL OF HEALTH SCIENCES

### MAJORS

- Exercise Science (B.S.)
- Health and Wellness (B.A.)



## THE SCHOOL OF HUMANITIES AND BEHAVIORAL SCIENCES

### MAJORS

- Criminal Justice (B.A.)
- English (B.A.)
- French and Francophone Studies (B.A.)
- History (B.A.)
- Individualized Major (B.A. or B.S.)
- International Relations (B.A.)
- Philosophy (B.A.)
- Political Science (B.A.)
- Psychology (B.S.)
- Religion (B.A.)
- Sociology and Anthropology (B.A.)
- Spanish (B.A.)

### MINORS

- Chinese Studies
- Creative Writing
- Criminal Justice
- East Asian Studies
- English Literature
- Environmental Studies
- Forensic Science
- French and Francophone Studies
- History
- Italian Studies
- Jewish Studies
- Latin American and Caribbean Studies
- Legal Studies
- Philosophy
- Political Science
- Psychology
- Public and Professional Writing
- Religion
- Social Innovation
- Sociology and Anthropology
- Spanish

## THE WANER 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

- Applied Physics
- Biology
- Chemistry
- Forensic Science
- Physics

## THE SCHOOL OF NURSING

### MAJORS

- Nursing (B.S.N.)

## 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, specialization, or emphasis is a structured plan of study through which students may explore a subdiscipline or area of special focus within a major. The number of credits for a specific concentration or emphasis varies but is included within the credit hours for the major. Students who declare a concentration or emphasis within a major must complete a set of required courses in addition to completing the core courses required for the standard major.

### Minor

A minor is an optional, secondary field of study for a degree-seeking student. A minor must consist of a minimum of 18 credits and ordinarily will not exceed 25 credits. Students must complete one half of their minor requirements at High Point University and have a minimum 2.00 GPA in the minor. Courses taken to satisfy minor requirements may not be taken on a Pass/Fail basis. No more than 8 credits may be shared between a student's major and that student's minor, unless the major and minor are housed in different departments.

All minors must present a pathway through the minor without prerequisites or must list prerequisites as part of the credit total if they are required for compulsory minor courses. Prerequisites for courses in the minor that meet core general education requirements need not count towards the total number of credits in the minor but must be published along with the minor. Refer to the appropriate section of this *Undergraduate Bulletin* for a list of general education core courses.

### 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 School of Arts & Design

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**H**ousing all the visual and performing arts, the David R. Hayworth School of Arts and Design welcomes those who wish to foster their creativity into meaningful careers in the creative arts industries. We offer programs in studio art, graphic design, fashion merchandising, interior design, music, theater, and dance. Whether you want to be the maker or the performer or anything in between, our community of dedicated faculty and staff mentors are here to support your journey. Accreditations include the National Association of Schools of Art and Design (NASAD) and the Council for Interior Design Accreditation (CIDA).

Students who major in the arts and design reap the benefits of a process that is steeped in experimentation and defined by a constant loop of reflection, action, and assessment, making our graduates nimble and adaptable. They can see conceptual connections in multi-faceted complex problems that others do not. They are adept at receiving feedback, discerning its value, and applying it as appropriate. It is no surprise that an arts degree naturally develops graduates that are highly sought after. All of these traits have served our students well as they garnered internships and professional careers at companies like Disney, Marvel, Pixar, Cirque du Soleil, Kate Spade, Calvin Klein, Rock and Roll Hall of Fame, LaForce + Stevens, Zimmerman Advertising, Anthropologie Marriott International, Lillian August, Bluman Group, Gensler, IA, Stroh Creative, and Chesapeake Shakespeare Company, just to name a few. In addition, many of our students are working professionally as actors, theater technicians, performers, designers in motion pictures, television, radio, and national touring companies.

Students have also continued their education in top graduate programs at Yale School of Drama, University of Michigan, Florida State University, University of Notre Dame, Savannah College of Art and Design, Ohio State University, The Mannes School of Music in New York, University of Cincinnati, Parsons School of Design, New York Film Academy, University of East London, Boston University, Howard University, Peabody Institute of Johns Hopkins University, University of Louisville, University of Leicester, University of South Carolina, and New York University.

For those wishing to supplement another major with a creative arts minor, we offer programs in art history, dance, fashion merchandising, graphic design, museum studies, music, musical theater, photography, studio art, and visual merchandising.

Whether it is a major, minor, or even a single class, come celebrate your love of the arts with us!



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 David R. Hayworth  
School of Arts and Design

## SCHOOL OF ARTS AND DESIGN

Dr. John Turpin, *Dean*; Mr. Scott Raynor, *Chair, Department of Art and Graphic Design*; Dr. Jane Nichols, *Chair, Department of Interior Design, Furnishings, and Fashion Merchandising*; Dr. Marc Foster, *Chair, Department of Music*; Mr. Doug Brown, *Chair, Department of Theater and Dance*; Ms. Caitlyn Baldwin; Ms. Kathryn Brandt; Mr. Mark Brown; Dr. Victoria Brown; Dr. Candice Burrows; Ms. Janis L. Dougherty; Ms. Carrie Dyer; Ms. Jesse Galas; Dr. Emily Gerhold; Mr. Cory Gurley; Mrs. Cathy Hillenbrand-Nowicki; Ms. Lindsey Howie; Mr. Gary Inman; Dr. Wei Jiao; Mr. Brandon Jones; Ms. Alexandria Kealey; Dr. Scott MacLeod; Dr. Brian Meixner; Mr. Jay Putnam; Mr. Bruce Shores; Dr. John Turner; Ms. Benita VanWinkle; Mr. Brandon Wallace; Ms. Lisa Williams.

The School of Arts and Design offers nine degree programs—the B.F.A. in Studio (General Fine Arts), the B.F.A. in Studio (Graphic Design), the B.S. in Interior Design, the B.S. in Fashion Merchandising, the B.A. in Studio Art, the B.A. in Design Studies with a concentration in Graphic Design, the B.A. in Music, the B.A. in Theater, and the B.A. in Dance. The School also offers minors in Art History, Dance, Fashion Merchandising, Graphic Design, Museum Studies, Music, Musical Theater, Photography, Studio Art, Theater, and Visual Merchandising Design.

Students pursuing a major in the School of Arts 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 Dougherty; Ms. Carrie Dyer; Dr. Emily Gerhold; Mr. Cory Gurley; Mr. Bruce Shores; Ms. Benita VanWinkle.

### Programs of Study

- Studio: General Fine Arts (B.F.A.)
- Studio: Graphic Design (B.F.A.)
- Design Studies—Graphic Design Concentration (B.A.)
- Studio Art (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.F.A. in Studio (General Fine Arts)

Major Requirements.....	76 credits
University Core Requirements.....	36-44 credits
Electives.....	8-16 credits
TOTAL.....	128 credits

#### B.F.A. in Studio (Graphic Design)

Major Requirements.....	76 credits
University Core Requirements.....	36-44 credits
Electives.....	8-16 credits
TOTAL.....	128 credits

#### B.A. in Design Studies (Graphic Design Concentration)

Major Requirements.....	48 credits
University Core Requirements.....	36-44 credits
Electives.....	36-44 credits
TOTAL.....	128 credits

#### B.A. in Studio Art

Major Requirements.....	44 credits
University Core Requirements.....	36-44 credits
Electives.....	40-48 credits
TOTAL.....	128 credits

*Double counting is not permitted among general education and major/minor course requirements. General Education areas impacted by this exclusion may include Fine Arts, Social Sciences, Humanities, and/or Ethical Reasoning and Religious Traditions. Majors in General Fine Arts will be required to choose different courses to meet the General Education requirements in these areas.*

### Criteria for Admissions and Retention

Students wishing to pursue any of the degrees shown above must submit a portfolio after completing the freshman sequence of courses for that specific degree. These courses are identified by an asterisk under the Requirements for each degree on the following pages. Upon successful completion of all coursework 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 any of the foundational courses. Students must pass all foundation courses to be eligible to apply for admission into the major. If a student does not pass a foundation course, then the student may retake that course and reapply at the end of that semester; however, students may not apply to the program more than twice.

To graduate with any degree in the School of Arts and 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. Students enrolled in the B.F.A. Studio: Graphic Design program are required to have a laptop by the fall semester of their sophomore year. The laptop must follow the hardware and software requirements (updated annually) on the department website.*

## Studio: General Fine Arts Major

The Bachelor of Fine Arts (BFA), concentration in General Fine Arts is a professional degree accredited by the National Association of Schools of Art & Design (NASAD). From painting and drawing, photography and printmaking, to sculpture and ceramics, the BFA in General Fine Arts emphasizes the development of skills, concepts, and creative sensitivities essential to the professional artist. Students work closely with faculty to develop their expressive voice and expand their proficiency across media. Students will learn best practices in navigating the art world as they develop the skills needed to be a professional artist. The degree culminates in a distinctive senior capstone program involving the creation of a series of original works produced by each Bachelor of Fine Arts degree candidate that will be displayed in our Sechrest Gallery.

### Student Learning Outcomes

1. Students will create works that investigate planning, process, research, and surrounding context.
  - A. **DESIGN PROCESS:** students will apply design principles, concepts, media, and formats to solve visual problems through a series of steps. These steps may include: identification, research, analysis, generation of innovative solutions, and prototyping.
  - B. **SURROUNDING CONTEXT:** students will create works of art that consider the circumstances or events surrounding contemporary or historical environments, and will demonstrate knowledge of various aesthetic issues, processes, and media and their relationship to the conceptualization, development, and completion of works of art.
2. Students will translate form, meaning, visual history, rhetoric, series, and systems into thoughtful creative works.
  - A. **FORM & MEANING:** students will translate conceptual ideas into visual, symbolic, narrative, expressive, or technical works.
  - B. **VISUAL HISTORY, LITERACY, & RHETORIC:** students will understand the similarities, differences, and relationships among the various fine arts areas, and will demonstrate familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art. Students will demonstrate knowledge of the historical achievements, current major issues, processes, and directions of their fields.
  - C. **SELF-DRIVEN WORK:** students will work independently at an advanced level that includes appropriate supervision and evaluation upon completion by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
3. Students will solve creative problems using form, visual language, technical skills, and material experimentation.
  - A. **FORMAL AESTHETICS & VISUAL LITERACY:** students will generate and solve formal design compositions considering the elements and principles of design, and will present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s). Students will apply principles of design and color and competency in drawing to work in specific fine arts specializations, and will gain functional competency with principles of visual organization, including: the ability to work with visual elements in two and three dimensions; color theory and its applications, and; drawing.
  - B. **VOICE & VISUAL LANGUAGE:** students will explore individual approaches to expressing artistic point of view through a variety of creative methods.
  - C. **TECHNICAL SKILLS:** students will develop an area of emphasis in at least one fine arts area, and will acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization.
  - D. **MATERIAL EXPERIMENTATION:** students will create works that explore material in three or more media.
4. Students will connect professional practice, life-long learning, transdisciplinary collaboration, and social responsibility to art and design practice.
  - A. **CONTEMPORARY THOUGHT:** students will synthesize their awareness of the forces that shape contemporary thinking on art and design.
  - B. **EXHIBITION:** students will practice synthesis of a broad range of art/design knowledge and skills, particularly through learning activities that involve a minimum of



faculty guidance, where the emphasis is on evaluation at completion, developing a body of work for evaluation in the major or area of study. Students will promote the body of work through self-promotional design artifacts. A senior project or final presentation in the major or area is required.

C. **PROFESSIONAL PRACTICE** students will demonstrate achievement of professional, entry-level competence in the major or area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals that are evident in their work.

D. **LIFE-LONG LEARNING** students will embrace learning as a life-long process since new discourses in the field of the visual arts are constantly emerging, and will be prepared to reframe their own work within its historical and social contexts on an ongoing basis.

E. **TRANSDISCIPLINARY COLLABORATION** students will explore multidisciplinary issues that include art and design.

F. **SOCIAL RESPONSIBILITY** students will consider social responsibility as an ethical framework to serve the greater community with empathy and compassion.

### Requirements for the B.F.A. in Studio: General Fine Arts (76 credits)

- ART 0999. Portfolio Review (0)
- ART 1050. Fundamentals of Design (4)\*
- ART 1060. Drawing (4)\*
- ART 1150. Digital Art and Design (4)\*
- ART 2000. Art History Survey (4)
- 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 3860. Contemporary Concepts of Art (4)
- ART 4040. Intermedia (4)
- ART 4060. Painting II (4)
- ART 4090. Sculpture II (4)
- ART 4999. Senior Studio (4)

Select one course from the following list (4)

- ART 2988. The Grand Tour in Italy (4)
- ART 3850. History of Photography (4)
- GDS 3150. History of Graphic Design (4)

Select one course from the following list (4)\*\*

- PSC 2310. American Politics (4)

- PSC 2510. Comparative Politics (4)
- PSC 2710. International Relations (4)
- PSC 3512. Democracy, Development, and Conflict (4)
- REL 2019. Environmental Ethics (4)
- REL 3007. Women and the Bible (4)

\*Indicates content required for Freshman Portfolio Review.

\*\*Other elective options will likely be available. Speak to your advisor.

### Studio: Graphic Design Major

The Bachelor of Fine Arts (B.F.A.), concentration in Graphic Design degree is a professional degree, and is accredited by the National Association of Schools of Art & Design (NASAD). This degree is recommended for those seeking careers in the field of graphic design and prepares students as innovative professionals competing in a wide range of design-oriented fields. Graduates acquire thoughtful proficiencies based around four primary foundation learning outcomes, Process, Thinking, Making, and Connecting (see below). Study includes courses in graphic design, typography, brand identity, illustration, web design, digital imaging, motion design, and portfolio development. Proficiency in Adobe Creative Suite will be acquired through our Apple Macintosh computer environment with large scale printers, Creative Innovation Lab, Tech Lab, lighting studio, and other tools for digital design. The professional undergraduate graphic design curriculum culminates in a distinctive senior capstone program involving the creation of a professional portfolio and a series of original works produced by each Bachelor of Fine Arts degree candidate.

### Student Learning Outcomes

1. Students will create works that investigate planning, process, research, and surrounding context.
  - A. **DESIGN PROCESS** students will solve visual problems through a series of steps including identification, research, analysis, prototyping, user testing, solution analysis, and generation of innovative results.
  - B. **DESIGN RESEARCH** using research methods, students identify differences among audiences/users and understand how values and behaviors are reflected in visual communication.
  - C. **SURROUNDING CONTEXT** students understand how the design of artifacts and systems reflects and shapes the context in which they are produced. Students will create work that considers the circumstances or events surrounding contemporary or historical environments within the frameworks of usefulness, usability, desirability, sustainability, feasibility, and viability.
2. Students will translate form, meaning, visual history, rhetoric, series, and systems into thoughtful creative works.
  - A. **FORM & MEANING** students will translate conceptual ideas into visual, symbolic, narrative, expressive, or technical artifacts.

- B. VISUAL HISTORY, LITERACY, & RHETORIC students will apply a depth of understanding regarding visual culture, history of art/design, and how these topics effect critical thinking, vocabulary, and visual language.
- C. SERIES & SYSTEMS students understand how design problems can be addressed at various levels including how to formulate complex systems and anticipate the consequences of specific design action.
- D. SELF-DRIVEN WORK students will work independently at an advanced level that includes appropriate supervision and evaluation upon completion by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.
3. Students will solve creative problems using form, visual language, technical skills, and material experimentation.
- A. FORMAL AESTHETICS & VISUAL LITERACY students will generate and solve formal design compositions considering the elements and principles of design.
- B. VOICE & VISUAL LANGUAGE students will explore individual approaches to expressing visual language through a variety of creative methods. Students will develop a conversation regarding visual language and its connection to authorship and expression.
- C. TECHNICAL SKILLS students will utilize industry standard processes and software to create, photograph, illustrate, animate, draw, reproduce, and print art and design solutions. Students will develop methods to learn techniques, make choices, and invent systems.
- D. MATERIAL EXPERIMENTATION students will create works that explore material in three or more media.
4. Students will connect professional practice, life-long learning, transdisciplinary collaboration, and social responsibility to art and design practice.
- A. CONTEMPORARY THOUGHT students will synthesize their awareness of the forces that shape contemporary thinking on art and design.
- B. EXHIBITION students will practice synthesis of a broad range of art/design knowledge and skills, particularly through learning activities that involve a minimum of faculty guidance, where the emphasis is on evaluation at completion, developing a body of work for evaluation in the major area of study. Students will promote the body of work through self-promotional design artifacts. A senior project or final presentation in the major area is required.
- C. PROFESSIONAL PRACTICE students will develop strategies utilizing professional design skills through hands on experiences. Examples include working with clients, presenting skills, promotional strategies, and collaborative environments.
- D. LIFE-LONG LEARNING students will embrace learning as a life-long process since technological change in the field of art and graphic design will be constant. Students will be prepared to learn new skills and technologies on an ongoing basis.
- E. TRANSDISCIPLINARY COLLABORATION students will create original works that investigate multiple disciplines and how they interconnect.
- F. SOCIAL RESPONSIBILITY students will consider social responsibility as an ethical framework to serve the greater community with empathy and compassion.

### Requirements for the B.F.A. in Studio: Graphic Design (76 credits)

ART 1050. Fundamentals of Design (4)\*  
 ART 1060. Drawing (4)\*  
 ART 1150. Digital Art and Design (4)\*  
 ART 2000. Art History Survey (4)  
 ART 2350. Three-Dimensional Design (4)  
 ART 3680. Digital Photography (4)  
 ART 3860. Contemporary Concepts of Art (4)  
 ART 4040. Intermedia (4)  
 GDS 0999. Portfolio Review (0)  
 GDS 1140. Visual Literacy and the Design Process (4)\*  
 GDS 2140. Layout, Lettering, & Typeforms (4)  
 GDS 2540. Advanced Typographic Spaces (4)  
 GDS 3150. History of Graphic Design (4)  
 GDS 3140. Kinetic Environments (4)  
 GDS 3240. Illustrated Spaces (4)  
 GDS 3540. Interactive Environments (4)  
 GDS 4140. Senior Projects 01 (2)  
 GDS 4240. Design Lab 01 (2)  
 GDS 4540. Senior Projects 02 (2)  
 GDS 4640. Design Lab 02 (2)

Select one course from the following list (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)

Select one course from the following list (4)\*\*

PSC 2310. American Politics (4)  
 PSC 2510. Comparative Politics (4)  
 PSC 2710. International Relations (4)  
 PSC 3512. Democracy, Development, and Conflict (4)  
 REL 2019. Environmental Ethics (4)  
 REL 3007. Women and the Bible (4)

\*Indicates content required for Freshman Portfolio Review.  
 \*\*Other elective options will likely be available. Speak to your advisor.

## Design Studies Major (Graphic Design Concentration)

The Bachelor of Arts in Design Studies, Graphic Design Concentration, offers a four-year liberal arts degree. This degree is offered to those students wanting to expand their knowledge of Graphic Design and possibly to combine a minor or major program of study outside of the discipline. B.A. students acquire a foundation in design techniques, aesthetics, and history, while maintaining the flexibility to explore additional disciplines across the University. Design Studies students are introduced to outcomes in graphic design that surround Process, Making, Thinking, and Connecting. The B.A. degree's flexibility makes it a particularly good choice for students who are considering a double major.

Students who major in Design Studies with a concentration in Graphic Design take an array of courses that are primarily digitally based. These courses will focus on artistic development, emphasizing the conceptual understanding needed to produce thoughtful, engaging, and professional work. Students within this major will also challenge notions concerning the making, exhibiting, and viewing of art and graphic design. The ultimate goal of the program is to foster a new theoretical and aesthetic understanding of art and graphic design that leads toward a 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 (48 credits))

ART 1050. Fundamentals of Design (4)\*  
 ART 1060. Drawing (4)\*  
 ART 1150. Digital Art and Design (4)  
 ART 2000. Art History Survey (4)  
 ART 2350. Three-Dimensional Design (4)  
 ART 4040. Intermedia Studio (4)  
 GDS 0999. Portfolio Review (0)  
 GDS 1140. Visual Literacy and the Design Process (4)  
 GDS 2140. Layout, Lettering, and Typeforms (4)  
 GDS 3150. History of Graphic Design (4)  
 GDS 3240. Illustrated Spaces (4)

Select two courses from the following list (8):

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)  
 GDS 2540. Advanced Typographic Spaces (4)  
 MPE 3361. Motion Graphics (4)

### Requirements for the Minor in Graphic Design (20 credits)

ART 1050. Fundamentals of Design (4)  
 ART 1150. Digital Art and Design (4)  
 GDS 1140. Visual Literacy and the Design Process (4)  
 GDS 2140. Layout, Lettering, and Typeforms (4)  
 GDS 3150. History of Graphic Design (4)

\*Indicates content required for Freshman Portfolio Review.

**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 Bachelor of Arts in Studio Art provides a major for students who wish to develop and investigate a broad range of aesthetic, conceptual and technical approaches within the spectrum of a liberal arts degree. This degree is offered to those students wanting to expand their knowledge of Art and possibly to combine a minor or major program of study outside of the discipline. B.A. students acquire a foundation in design techniques, aesthetics, and history, while maintaining the flexibility to explore additional disciplines across the University. The B.A. degree's flexibility makes it a particularly good choice for students who are considering a double major.

### 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 (44 credits)

- ART 0999. Portfolio Review (0)
- ART 1050. Fundamentals of Design (4)\*
- ART 1060. Drawing (4)\*
- ART 2000. Art History Survey (4)
- ART 2350. Three-Dimensional Design (4)
- ART 3090. Sculpture I (4)
- ART 3160. Painting I (4)
- ART 3860. Contemporary Concepts in Art (4)
- ART 4040. Intermedia Studio (4)

Select two courses (8 credits) 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)

Select one course (4 credits) from the following list:

- ART 2030. Printmaking (4)
- ART 2080. Darkroom Photography I (4)
- ART 2090. Ceramics I (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. Revolution in Paris: Art at the Turn of Two Centuries (4)

\*Indicates content required for Freshman Portfolio Review.

### 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 the following list:

- 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 3850. History of Photography (4)
- ART 3860. Contemporary Concepts in Art (4)
- GDS 3150. History of Graphic Design (4)

Select one course (4 credits) from the following list:

- ART 1050. Fundamentals of Design (4)
- ART 1060. Drawing (4)

#### Requirements for the Minor in Museum Studies (20 credits)

- ART 1000. Introduction to Museum Studies (4)
- ART 2000. Art History Survey (4)
- HST 3903. Public History (4)

Select one course from the following list\*:

- ART 3850. History of Photography (4)
- ART 3860. Contemporary Concepts in Art (4)
- HST 2201. American Identities (4)
- HST 2202. American Moments (4)
- HST 2217. Slavery and Freedom in America (4)
- HST 2220. Revolutionary America (4)
- HST/WGS 2240. U.S. Women's History (4)
- INT 3040. History of Interiors II: Classical Interpretation and Modern Experimentation (4)
- SOA 2010. Introduction to Archaeology (4)
- SOA 2020. Mass Media and Society (4)
- SOA/WGS/COM 2274. Women, Gender, and Culture (4)
- SOA 2900. Ritual, Myth, and Meaning (4)
- SOA/WGS/COM 3334. Media Representations: Race, Class, and Gender (4)
- SOA/COM 3344. Black American Voices: Stories and Sounds (4)
- SOA 3500. Food and Culture (4)
- SOA 3600. Language and Culture (4)
- VMD 2235. History of Fashion (4)

Select one course from the following list:

- 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 (4 credits) from the following list:

- ART 3081. Documenting the Community through Photography (4)
- ART 4080. Darkroom Photography II (4)

*\*Additional elective options beyond those listed may be available to students. Because not all the elective courses listed are offered on a regular basis, and because some students may be using one or more of these courses in fulfillment of their major program or General Education Requirements, as long as there is a compelling reason to consider an alternative elective option, flexibility is paramount. A Museum Studies student must receive permission from the Chair of the Department of Art and Graphic Design to designate a non-listed ART, HST, INT, or SOA course as their elective.*

*An elective option outside the listed discipline areas may be available to students as long as there is a compelling reason to consider that elective option. Potential discipline areas that could be considered include ENG, MUS, POP, REL, THE, and WGS. A Museum Studies student must receive permission from the Chair of the Department of Art and Graphic Design to designate a course in a non-listed discipline area as their elective.*

**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.



## Course Descriptions

**ART 0999. Portfolio Review.** Students wishing to pursue a B.A. or B.F.A. in studio art must register for this course in the spring of their freshman year or during the semester the student will have completed the required diagnostic courses: for the B.A. this includes ART 1050 and ART 1060; for the B.F.A. this includes ART 1050, 1060, 1150, and 2350). Registering for this course is a required step in the application process. You will receive critical information about the portfolio review requirements and process during the semester, including access to the submission portal. *Course is ungraded. Zero credits.*

**ART 1000. Introduction to Museum Studies.** This course explores 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. [ARTS]*

**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. [ARTS]*

**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. [ARTS]*

**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. [ARTS]*

**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. [ARTS]*

**ART 1099. Activating the Creative Process.** This course examines creativity by exploring the insights and teachings of psychologists, sociologists, anthropologists, visual, and performance artists. Students will create a number of artifacts that will assist them in developing a deeper understanding of their own creative process and artistic voice. *Prerequisite: Admission into Creative Arts Fellows Program or permission of the instructor. One credit.*

**ART 1150. 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. [ARTS]*

**ART 2000. Art History Survey.** This course is a survey of the history of painting, sculpture and architecture from prehistory to the mid-20<sup>th</sup> 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. [ARTS]*

**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 21<sup>st</sup> century printmaking is also addressed in terms of computer-generated designs. *Prerequisite: ART 1060. Four credits.*

**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 21<sup>st</sup> century is addressed in conjunction with the latest research on photography. A 35 mm 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.*

**ART 2090. Ceramics I.** This is an introductory 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. [ARTS]*

**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. [ARTS, EXPLN]*

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

**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 is required for this course. The camera must have manual settings for ISO, shutter speeds and aperture. Prerequisite: Sophomore standing or above. Four credits. [ARTS]*

**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 3099. Reflection and Expression.** This colloquium-style course for Creative Arts Fellows focuses on the importance of engaging in critical reflection as part of the creative process. Over the course of the semester, Fellows will participate in discussions and complete reading assignments and exercises that will help them meaningfully reflect on the process of artistic creation and assemble a critical reflection toolkit. *One credit.*

**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

“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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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. [ARTS]*

**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. [ARTS, TACXT]*

**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. [DVSTY]*

**ART/GBS 3880. Revolution in Paris: Art at the Turn of Two Centuries.** 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. *A digital SLR or 4/2 camera model are required for this course. The camera must have manual settings for ISO, shutter speeds, and aperture. Four credits.*

**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 4040. Intermedia Studio.** In this course, students will test boundaries and introduce new vocabularies into their artistic dialogue. Students will work across a number of different and overlapping media central to artistic production. These might include image making, object making, performance, installation, site specific, print, video or any conceptually driven amalgamation. *Prerequisite: ART 2350. 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 tradition 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.*

**GDS 0999. Portfolio Review.** Students wishing to pursue a B.A. or B.F.A. in graphic design must register for this course in the spring of their freshman year or during the semester the student will have completed the required diagnostic courses: for the B.A. this includes ART 1050 and ART 1060; for the B.F.A. this includes ART 1050, 1060, 1150, and GDS 1140). Registering for this course is a required step in the application process. You will receive critical information about the portfolio review requirements and process during the semester, including access to the submission portal. *Course is ungraded. Zero credits.*

**GDS 1140. Visual Literacy & the Design Process.** This course introduces the interaction of text, image, and the fundamental components of graphic design and visual communication. Students will learn and implement production processes, establish graphic design methodology using analog techniques, examine making processes on and off the computer, and solve design problems surrounding social responsibility. Secondary focus will be placed on creative brainstorming,

conceptualizing ideas surrounding social responsibility, collaboration in groups, and prototyping design artifacts like printed booklets and posters. *Prerequisite: ART 1150. This course is offered in the spring semester. Four credits.*

**GDS 2140. Layout, Lettering, and Typeforms.** This class is an introduction to type as image, typographic organization, and hierarchy. In this course, students learn how to utilize typographic principles including typographic anatomy, classification, and contrast, to better transform visual information. Concepts include type and meaning, analog typeforms, type in the environment, typographic grids, type as illustration, typographic literacy, editorial design, and hand drawn letterforms. *Prerequisite: GDS 1140. Four credits.*

**GDS 2540. Advanced Typographic Spaces.** This class explores historical, contemporary, and dimensional typographic methods. Students create works that consider constructed cultural spaces, analysis of visual systems, and type as a dimensional form. Consideration is placed on the creation of a series of typographic artifacts utilizing original typographic forms and image making practices. *Prerequisite: GDS 2140. This course is offered in the spring semester. Four credits.*

**GDS 3140. Kinetic Environments.** This course embraces design experience from distinct graphic spaces. This class examines a series of interactions including sequential forms, package design, and installation based approaches. Students investigate characteristics of form, content, and context as they consider user, audience, and branded entities through a range of sequential graphic elements. *Prerequisite: GDS 2540. This course is offered in the fall semester. Four credits.*

**GDS 3150. History of Graphic Design.** This course explores the historical forces that have shaped social and cultural events surrounding field of graphic design. From prehistory to the digital age, visual communication has transformed with technical advancement and the evolution of the human condition. The History of Graphic Design considers different styles and periods and how these historical and contemporary happenings have shaped graphic design culture. *Prerequisite: GDS 1140. This course is offered in the spring semester. Four credits.*

**GDS 3240. Illustrated Spaces.** This course explores the role of illustration methodologies in the world of contemporary graphic design. Students will experiment with a range of digital and analog techniques through problem-based assignments forming conceptually rich spaces. Students will interact with dimension and space as a form of illustration using tactile environments to consider media and message. Works developed in this course will include cultural, societal, and environmental contexts. *Prerequisite: GDS 1140. This course is offered in the fall semester. Four credits.*



**GDS 3540. Interactive Environments.** This class embraces interactive spaces as virtual environments connecting people across space and time and considers interaction, sound, and sequence to create dynamic interconnected spaces. This course is an introduction to the principles and elements of web design, UI/UX design, navigation, interactive elements, and sequential graphics using type and image. Students explore relationships between type on the screen, principles of user and experience, and web design as they apply to visual communication. *Prerequisite: GDS 2540. This course is offered in the spring semester. Four credits.*

**GDS 4140. Senior Projects I.** This is the first course in a two-part series taken fall and spring semesters of senior year. In this course, students compose professional creative documents including artist and design statements, a proposal describing their self driven body of work and surrounding conceptual ideas referencing their work. Students experiment with trajectories for their exhibit that will include a body of creative artwork for a gallery exhibition. *Prerequisite: GDS 3140. This course is offered in the fall semester. Two credits.*

**GDS 4240. Design Lab I.** This is the first course in a two-part series taken fall and spring semesters senior year. This course is an introduction to professional practices and client-based interactions. Students will work with non-profit clients to develop professional relationships and produce collaborative

collaborative design work. Students develop strategies for promotional materials, professional documents, presentations, collaboration strategies, and meaningful relationships. *Prerequisite: GDS 3140. This course is offered in the fall. Two credits.*

**GDS 4540. Senior Projects II.** This is the second course in a two-part series taken fall and spring semesters of senior year. In this class, students will create an original body of creative works for professional exhibition. Students will make pieces that connect with the contemporary world of art and design. Students will revise professional documents like artist statement, design statement, and resume. This course focuses on a capstone exhibition for the B.F.A., concentration in graphic design degree. *Prerequisite: GDS 4140. This course is offered in the spring semester. Two credits.*

**GDS 4640. Design Lab II.** This is the second course in a two-part series taken fall and spring semesters of senior year. In Design Lab 02, students collaborate with non-profit clients in a mentored environment embracing team-oriented graphic spaces. Students produce professional documents, consider theoretical readings, and create sophisticated portfolios. This course is the second class in a two-part series. Within this class, students learn key competencies that reinforce best practices in the field. *Prerequisite: GDS 4240. This course is offered in the spring semester. Two 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 Interior Design, Furnishings, and Fashion Merchandising

Dr. Jane Nichols, *Chair*; Ms. Kathryn Brandt; Dr. Victoria Brown; Mrs. Cathy Hillenbrand-Nowicki; Mr. Gary Inman; Mr. Brandon Jones; Dr. John Turpin; Ms. Lisa Williams.

### Programs of Study

- Fashion Merchandising Major (B.S.)
- Interior Design Major (B.S.)
- Fashion Merchandising Minor
- Visual Merchandising Design Minor

### Degree Requirements

To graduate from High Point University with a degree from the Department of Interior Design, Furnishings, and Fashion Merchandising, students must complete one of the following:

#### B.S. in Fashion Merchandising

Major Requirements.....	62 credits
University Core Requirements.....	36-44 credits
Electives.....	22-30 credits
TOTAL.....	128 credits

#### B.S. in Interior Design

Major Requirements.....	72 credits
University Core Requirements.....	36-44 credits
Electives.....	12-20 credits
TOTAL.....	128 credits

### Criteria for Admissions and Retention

#### B.S. in Interior Design

The Department of Interior Design, Furnishings, and Fashion Merchandising has created three diagnostic courses for its professional program in interior design 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 the three courses (INT 1100, 1220, 1280), students must submit a portfolio of their work before being formally accepted into the major.

For Portfolio Review, students submit a portfolio of work that consists of selected projects from the freshman-level foundation courses as well as an essay/statement of intent. 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 any of the three foundational courses. Students must pass all three courses to be eligible to apply for admission into the major. Should a student not pass one of the three courses, (s)he 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, 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 PC-based laptop by the beginning of their sophomore course work. Specifications are updated annually on the School of Arts 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.

#### B.S. in Fashion Merchandising

This degree is not studio-based and therefore does not have a portfolio review or laptop requirement. Students are required to earn a grade of C- or better in all major courses.

#### 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. Design students are required to have PC-based laptops once they begin 2000-level coursework in the major. Specifications may be found on the School of Arts 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 (64 credits)

- ART 1150. 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 and Personal Selling (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 (4)
- One additional approved course in the major (4)





## 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;
3. Explore and generate creative solutions via a systematic and coordinated design process that integrates functional and aesthetic concerns;
4. 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);
5. Convey (written, graphic, oral) intent in a professional manner as appropriate to the audience;
6. 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 0999. Portfolio Review (0)  
 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 (3)  
 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 (3)  
 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 Fashion Merchandising (24 credits)

FMD 1100. Introduction to Fashion Merchandising (4)  
 FMD 2100. Social Constructs in Fashion (4)  
 FMD 3650. Digital Merchandising in the Fashion Industry (4)  
**or** MKT 3180. Marketing Communication (4)  
 VMD 2235. History of Fashion & Visual Merchandising (4)  
 VMD 2300. Materials & Textiles (4)  
 VMD 4100. Merchandise, Planning, and Control (4)

### Requirements for the Minor in Visual Merchandising Design (22 credits)

FMD 3650. Digital Merchandising in the Fashion Industry (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 3100. Visual Display Design (4)

**Note:** Students must pass INT 1220, 1280, 2120 and VMD 3100 with a C or higher in order to meet the prerequisites for subsequent classes and complete the minor. In addition, 16 credits of course work must be unique to the minor. Ask your advisor for appropriate substitutes.

Students pursuing the VMD minor only are not required to submit a portfolio for review. This applies only to majors in Interior Design



“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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## 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, and VMD 3100. This course is offered in the spring semester. Four credits.*

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

**INT 0999. Portfolio Review.** Students wishing to pursue a B.S. in interior design must register for this course in the spring of their freshman year or during the semester the student will have completed the required diagnostic courses: INT 1100, 1220, 1280. Registering for this course is a required step in the application process. You will receive critical information about the portfolio review requirements and process during the semester, including access to the submission portal. *Course is ungraded. Zero 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 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/Revit. *Offered in the fall semester only. Prerequisites: INT 1220 and INT 1280. Three credits.*

**INT 2140. History of Interiors I: Western Foundations.**

This survey course is an overview of architecture, interiors and furnishings 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 in the spring semester only. Three 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 in the 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 in the 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 in the 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 in the spring semester only. Prerequisites: INT 2120 and INT 2180. Five credits.*

**INT 3040. History of Interiors II: Classical Interpretations and Modern Experimentation.** An overview of architecture, interiors and furnishings from the 19<sup>th</sup> century to the present; providing the student with a social and historical survey of architectural forms, decorative interior treatments, furnishings and art. *Offered in the fall semester only. Three credits*

**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 in the fall semester only. Prerequisites: INT 2260 and INT 2280. Two credits.*

**INT 3180. Studio IV: Programming.** This course is an advanced 3<sup>rd</sup> level interior design studio requiring the student to employ learning and skills acquired from 1<sup>st</sup> and 2<sup>nd</sup> 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 in the 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.*

**INT 3285. Studio V: Special Topics.** This special topics studio gives students the ability to engage in 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 in the fall semester only. Prerequisites: INT 3160 and INT 3180. 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 in the fall semester only. Prerequisites: INT 2220, INT 2260, and INT 2280. 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 in the 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 in the 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 in the 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 in the 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. *Offered in the 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 20<sup>th</sup> century. Fashion is examined for influences of society, aesthetics, geography, religion, politics, and technology. Students will explore the 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. *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 in the spring semester only. Four credits.*

**VMD 3100. 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 in the fall semester only. Prerequisite: VMD 2300. Four 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. *Offered in the 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 in the fall semester only. Prerequisite: Junior standing. Open only to VMD majors and minors and FMD minors. Four credits.*



“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”

– Plato

## Department of Music

Dr. Marc Foster, *Chair*; Dr. Candice Burrows; Dr. Wei Jiao;  
Dr. Scott MacLeod; Dr. Brian Meixner; Dr. John Turner.

### Programs of Study

- Music Major (B.A)
- Music Minor
- Musical Theater Minor

### Degree Requirements

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

#### B.A. in Music

Major Requirements.....	48 credits
University Core Requirements.....	36-44 credits
Electives.....	36-44 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. Develop professional skills: students will demonstrate self-reliance, confidence, curiosity, and adaptability.
2. Develop technical skills: students will demonstrate creativity, the ability to work collaboratively, and significant achievement in both music performance and scholarship.
3. Develop global vision: students will survey, compare, and combine elements of several world music styles into their performance and research.
4. Celebrate the creation and enjoyment of music by all people: students will survey, assess, and document the positive role of music in historically, and in contemporary society.



### Requirements for the B.A. in Music (48 credits)

#### Theory/History/Aural Skills (22)

- MUS 0999. Music Major ePortfolio (0)
- 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: Improvisation (4)
- MUS 2101. Musicianship II: Arranging (4)
- MUS 3000. Musicianship III: Narratives (4)
- MUS 3100. Musicianship IV: Communication (4)

#### Ensembles (4)

- MUS 13xx. Ensemble (may be repeated for credit)

#### Lessons (4)

- MUS 12xx. Lessons (2)
- MUS 22xx. Lessons (2)

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.

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#### Professional Studies (14)

MUS 3650. World Music Survey (4)  
MUS 4520. Developing an Artistic Career (2)

Select 8 credits from the following list of electives:

MUS 13xx. Additional ensembles (2 credits maximum)  
MUS 1400. Diction I (2)  
MUS 2400. Diction II (2)  
MUS 3400. Vocal Pedagogy (2)  
MUS 3410. Conducting (2)  
MUS 3420. Instrumental Literature and Pedagogy (2)

Other relevant courses from outside the department (as approved by advisor), including, but not limited to:

COM 1112. Audio and Video Software Packages (2)  
COM 2001. Techniques in Media Production (4)  
ENT 2900. Ideation and Creativity (4)  
ENT 3023. Business Modeling and Feasibility (4)

#### Capstone (4)

MUS 4000. Capstone Research (2)  
MUS 4100. Senior Capstone (1-2)

#### **Requirements for the Minor in Music (24 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 13XX. Ensemble (1 each)

##### Primary Instrument/Voice (4)

MUS 12XX. Instrument/Voice Lessons (2)  
MUS 22XX. Instrument/Voice Lessons (2)

##### Performance Studies (6)

Choose from the following list, with approval of your advisor:

MUS 13XX. Additional Ensemble (1)  
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 (4)  
MUS 3540. Musical Theater Literature (2)

MUS 3430. Piano Pedagogy and Literature (4)  
MUS 4400. Advanced Vocal Pedagogy and Vocal Literature (2)  
MUS 4410. Conducting II (2)  
MUS 4430. Group Vocal Technique (2)

##### Departmental Electives (4)

#### **Requirements for the Minor in Musical Theater (20 credits)\***

DNC 2200. Jazz Dance (4) **or** DNC 2300. Tap (4)  
DNC 2001. Contemporary Dance Studio (1) **or** DNC 2101. Ballet Dance Studio (1) **or** DNC 2201. Jazz Dance Studio (1)\*\*  
MUS 1200. Voice (2)\*\*  
MUS 2200. Voice Lessons (2)\*\*  
MUS 1350. Musical Theater Scenes (2)\*\*  
MUS 3540. Musical Theater Literature (2) **or** MUS 3600. Musical Theater History (2)  
THE 1200. Fundamentals of Acting (4)  
THE 2210. Voice and Dialect (2) **or** THE 2220. Movement for Actors (2)

\* No more than 4 credits may be double counted for the minor and the major.

\*\* 1 credit per semester for two semester.





## Course Descriptions

**MUS 0999. Music Major ePortfolio.** Students in the B.A. in Music program must register for this course each semester in the program, beginning in the sophomore year, or after completion of MUS 1102 (Music Theory II), in order to curate their ePortfolio. Students will receive critical information about the portfolio review requirements and processes during the semester, including access to the submission portal. *Course is not graded. Zero credits.*

**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 theater, 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.*

**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 Theater/Scenes.** Performance of a musical theater or musical theater scenes. *Prerequisite: Audition with the director. May be repeated for credit. One credit.*

**MUS 1370. Instrumental Chamber Ensemble.** Ensemble members will gain an appreciation and fundamental understanding of music throughout history and across many genres. Students will improve their knowledge of musical interpretation, ensemble blend/tone, proper vocal/instrumental technique, professional musical conduct and preparation, and demonstration of these skills in live performance. *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 musical cultures around the world and through history, with a focus on how humankind perceives self through music. Four credits. [ARTS]

**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. [ARTS]

**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. [ARTS, DVSTY, EXPLN]

**MUS 1630. History of American Music.** This course examines the fascinating history of American Music. Course focus is mainly on the 20<sup>th</sup> 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. [ARTS, TACXT]





**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.*

[ARTS]

**MUS 1650. Coding Musical Soundscapes.** Soundscapes create an immersive experience of a space and enhance its aesthetic or commercial function. This course explores the possibilities of electronic music in the creation and focusing of soundscapes, using found, recorded, and synthesized sounds to create musical works for both fixed and interactive media. Students will study electronic music from a variety of cultures, and create original music works with the Chuck programming language. The final course project will consist of the composition of a soundscape for a public space on campus. *Four credits.* [ARTS]

**MUS 1670. Music and Social Change.** An investigation of music as a catalyst for, or a reaction to, social change. Topics include music during wartime and political unrest, in human rights struggles, as a voice of unification and awareness, and as a force for resistance and progress. *Four credits.* [ARTS]

**MUS 2010. Musicianship I: Improvisation.** In this course, students will learn functional improvisational techniques and basic keyboard harmony skills including scales, arpeggios, harmonic progressions, lead sheet left hand accompaniment with improvisation. *Prerequisite: MUS 1101/1102. Four credits.*

**MUS 2011. Musicianship II: Arranging.** In this course, students will learn to work with commercial chord symbols, create and perform written arrangements for a variety of ensembles, with and without space for improvisation. *Prerequisite: MUS 2010. 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 3010. Musicianship III: Narratives.** In this course, students learn about the connection between music and narrative in both instrumental and vocal works, and in connection with theater, dance, and other media. Topics include: narrative structure, the Hero's Journey, setting and characterization, and/or means for creating and resolving narrative tension. *Prerequisite: MUS 2011. Four credits.*

**MUS 3010. Musicianship IV: Communication.** In this course, students study philosophical approaches to musical communication and the fundamentals of leadership, including programming, planning, analysis, rehearsal, and performance. Students will mentor colleagues in Musicianship II and work collaboratively to lead projects and performances. *Prerequisite: MUS 3010. 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 18<sup>th</sup> and 21<sup>st</sup> 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 21<sup>st</sup> century. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

**MUS 3540. Musical Theater.** Literature Designed as a study of musical theater literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21<sup>st</sup> 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 20<sup>th</sup> century compositions. *Four credits.*

**MUS 3600. History of Musical Theater.** A historical study of the development of Musical Theater, the composers, prominent theaters, 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 theaters, 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 20<sup>th</sup> century through current trends in the pop idiom. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

**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.*

**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. [ARTS, DVSTY]*

**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 permission of the instructor. 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. [EXPLN]*

**MUS 4000. Synthesis and Capstone Planning.** In this course, students will review and reflect on their work in the program, creating an ePortfolio in which they identify connections between their work in the major, their liberal arts courses, and their experiences with mentoring. Students will also write a proposal for their capstone project, describing the project itself, identifying the audience, providing any necessary background information, and outlining a schedule for completion. *Prerequisite: MUS 3011. Two credits.*

**MUS 4100. Senior Capstone.** Under the supervision of their faculty advisor or committee, students complete and present a summative public-facing project designed and approved in MUS 4000. This project should have relevance to the student's discipline and significance within the profession and/or community. *Prerequisite: MUS 4000. One or two credits.*

**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 18<sup>th</sup> 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 17<sup>th</sup> to the 19<sup>th</sup> 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 19<sup>th</sup> and 20<sup>th</sup> 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.** 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. *Prerequisite: Senior standing or permission of the instructor. One credit.*



"To enter a theatre for a performance is to be inducted into a magical space, to be ushered into the sacred arena of the imagination."

—Simon Callow

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## Department of Theater and Dance

Mr. Doug Brown, *Chair*; Ms. Caitlyn Baldwin; Mr. Ken Elston; Ms. Jesse Galas; Dr. Nathan Hedman; Ms. Lindsey Howie; Ms. Alexandria Kealey; Mr. Jay Putnam; Mr. Brandon Wallace.

### Programs of Study

- Theater Major (B.A.)
- Dance Major (B.A.)
- Theater Minor
- Musical Theater Minor
- Dance Minor

### Concentration Areas for the B.A. in Theater

- Performance Theater
- Technical Theater
- Collaborative Theater

### Degree Requirements

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

#### B.A. in Theater

Major Requirements.....	52 credits
University Core Requirements .....	36-44 credits
Electives.....	36-44 credits
TOTAL.....	128 credits

#### B.A. in Dance

Major Requirements.....	44 credits
University Core Requirements .....	36-44 credits
Electives.....	40-48 credits
TOTAL.....	128 credits

### Mission Statement

The mission of the Department of Theater 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.

### Vision Statement

The Department of Theater and Dance at High Point University wants to be recognized for creating theater professionals, the arts advocates of the future, and artists who are actively improving the world.

### Values Statement

In the Department of Theater and Dance at High Point University we value:

- 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, interdisciplinary study, and well-rounded citizens.



“Act well your part; there all the honour lies.”

– Alexander Pope

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## Theater Major

### Student Learning Outcomes

Upon completing the Theater Program at High Point University, students will be able to:

1. describe and critically analyze a play, performance, work, or production, both verbally and in writing.
2. synthesize research, textual analysis, and theory to create original understandings of plays and productions in relation to various historical contexts and contemporary developments.
3. demonstrate awareness and proficiency in multiple elements of theatrical production and explain how each element affects an interpretation of a theater artist's work.
4. Effectively use a range of strategies, including collaborative techniques, for creating original work and rehearsing existing plays.
5. Display awareness of professional practice and model life skills of work ethic and project management in active theatrical production work.
6. Articulate their personal, aesthetic, and social/political ideas in relation to their developed and sustained body of classroom and production work, and the work of their fellow artists.

### Requirements for the B.A. in Theater (48 credits)

In order to complete the major in theater, a student must complete the theater core requirement and one of the three areas of emphasis.

#### Theater Core (36 credits)

- THE 1100. Theater Participation (1 credit for 8 semesters)
- THE 1200. Fundamentals of Acting (4)
- THE 1410. Playscript Analysis (4)
- THE 2010. Fundamentals of Design and Theater Architecture (4)
- THE 3000. Studies in Theater (4)
- THE 3800. Directing (4)
- THE 4510. Theater 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)

Select two courses from the following list:

- THE 3210. Studies in Performance (4)
- THE 4200. Performance Studio (4)
- THE 4500. Shakespeare in Performance (4)

#### Technical/Design Emphasis (16 credits)

- THE 3300. Scenography (4)
- THE 4800. Internship (4) **or** a Theater Elective (4)

Select two courses from the following list:

- 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 2710. Theater Applications of CAD and Technology (4)
- THE 2888/3888/4888. Special Topics (4)

#### Collaborative Theater Emphasis (16 credits)

Select 16 credits from the following list:

- THE 2310. Playwriting (4)
- THE 3210. Studies in Performance (4)
- THE 3230. Devised Theater (4)
- THE 3300. Scenography (4)
- THE 4200. Performance Studio (4)
- THE 4500. Shakespeare in Performance (4)
- THE 4800. Internship (6) **or** a Theater Elective (4)

### Requirements for the Minor in Theater (21 credits)

- THE 1000. Foundations of Theater (4) **or** THE 1410. Playscript Analysis (4)
- THE 1100. Theater Participation (1 credit for one semester)
- THE 1200. Fundamentals of Acting (4)

Two 2000-level or higher courses within the student's area of emphasis. (8)

Select one course from the following list:

- 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 (4)

**Requirements for the Minor in Musical Theater (20 credits)\***

DNC 2200. Jazz Dance (4) or DNC 2300. Tap (4)  
 DNC 2001. Contemporary Dance Studio (1) **or** DNC 2101. Ballet Dance Studio (1) **or** DNC 2201. Jazz Dance Studio (1)\*\*  
 MUS 1200. Voice (2)\*\*  
 MUS 2200. Voice Lessons (2)\*\*  
 MUS 1350. Musical Theater Scenes (2)\*\*  
 MUS 3540. Musical Theater Literature (2) **or** MUS 3600. Musical Theater History (2)  
 THE 1200. Fundamentals of Acting (4)  
 THE 2210. Voice and Dialect (2) **or** THE 2220. Movement for Actors (2)

\* No more than 4 credits may be double counted for the minor and the major.

\*\* 1 credit per semester for two semester.

**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;
  - . 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 (32 credits)**

DNC 1200. Exploration of Modern Dance (4)  
 DNC 2100. Ballet Dance (4)  
 DNC 2200. Jazz Dance (4)  
 DNC 3600. Dance and New Media (4)  
 DNC 3800. Dance Composition (4)  
 DNC 4800. Capstone Project (2)  
 THE 1100. Theater Participation (4)\*  
 THE 2010. Fundamentals of Design and Theater Architecture (4)  
 THE 4520. Developing an Artistic Career and Practice (2)

\*This course is taken over four semesters. Three 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.

DNC 2001. Contemporary Dance Studio I (1)  
 DNC 3001. Contemporary Dance Studio II (1)  
 DNC 2101. Ballet Dance Studio I (1)  
 DNC 3101. Ballet Dance Studio II (1)  
 DNC 2201. Jazz Dance Studio I (1)  
 DNC 3201. Jazz Dance Studio II (1)

**Electives (4 credits)**

Select four credits from the following list:

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)  
 DNC 2300. Tap Dance (4)  
 DNC 3900. Dance Pedagogy (2) **combined with** THE 4510. Theater Arts Administration (2)

**Requirements for the Minor in Dance (23 credits)**

DNC 1200. Exploration of Modern Dance (4)  
 DNC 2100. Ballet Dance (4)  
 DNC 2200. Jazz Dance (4) **or** DNC 2300. Tap Dance (4)  
 DNC 3600. Dance and New Media (4)  
 DNC 3800. Dance Composition (4)  
 THE 1100. Theater Participation (1)

Select 2 credits from the following list of courses:

DNC 2001. Contemporary Dance Studio I (1)  
 DNC 2101. Ballet Dance Studio I (1)  
 DNC 2201. Jazz Dance Studio I (1)  
 DNC 3001. Contemporary Dance Studio II (1)  
 DNC 3101. Ballet Studio II (1)  
 DNC 3201. Jazz Dance Studio II (1)



## 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.* [ARTS]

**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 1200 or permission of the instructor. One credit.*

**DNC 2100. Ballet Dance.** Concepts covered in this course 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 1200 or permission of the instructor. 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. *Pre-requisite: DNC 1200 or permission of the instructor. One credit.*

**DNC 2200. Jazz Dance.** Concepts covered in this course 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 1200 or permission of the instructor. 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 1200 or permission of the instructor. 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.* [TACXT]

**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 1200 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 1200 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 1200 or permission of the instructor. One credit.*

**DNC 3600. Dance and New Media.** Students will explore the presence of dance in new visual media, including film, television and the Internet. 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 3800. Four credits. [INGRV]*

**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 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. [DVSTY]*

**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. *Prerequisite: DNC 1200. 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. *Two credits.*

**DNC 4800. Capstone Project.** This course will represent the culmination of a student's experience in the Department of Theater and Dance at High Point University. Over the course of the semester the student will conceive and produce an original dance project in the medium of his or her choosing. The student will research and develop a project proposal at the beginning of the semester and produce the project at the end of the semester. *Prerequisite: Senior standing. Two credits. [DVSTY, TACXT, EXPLN]*

**THE 1000. Foundations of Theater.** An introduction to the collaborative art of theater, concentrating on the evolution of theater from dramatic ritual to dramatic literature. Through attendance at live theatrical performances and the reading of plays, students will explore script analysis techniques directed towards production rather than strictly for their literary value. *Four credits. [ARTS]*

**THE/MUS 1010. Exploration of Performance.** Students will explore the lively arts of theater, music, and dance in a team-taught course that emphasizes the performance aspects of each discipline. *Four credits.*

**THE 1100. Theater Participation.** Practical experience in departmental productions. Students participate as actors and/or as member of production crews during the semester. *A minimum of 60 hours is required of each student in order to earn credit. 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. [ARTS]*

**THE 1410. Playscript Analysis.** Script Analysis is focused on what playscripts mean to the professional reader and theatergoer as distinct from other forms of literature. By developing an in-depth methodology of reading, analyzing and understanding a play script intended for production, this course will investigate techniques used to determine how to examine a text for its structure, scrutinizing the playwright's methods of creating story through plot, character, and imagery, and further, investigating how global understanding derived from an analysis transforms through a collaborative process among directors, designers, and actors, into theatricality for the stage. *Four credits.*

**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 theater 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.*

**THE 1720. Stagecraft: Theory and Practice.** Theater 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 Theater 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.* [ARTS]

**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.* [ARTS]

**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.* [ARTS]

**THE 2010. Fundamentals of Design and Theater Architecture.** Using plays from selected theatrical periods, students explore theater history and the theory of theatrical design through the study of theatrical architecture and design. Techniques include hands-on creativity and design exercises combined with script analysis as tools to help discover the history, art, and process of theatrical design. *Four credits.* [ARTS]

**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 2710. Theater Applications of CAD and Technology.** Students will learn and explore the use of continually evolving technology and its application to the art and craft of design. Utilizing basic design skills, students will also explore employing those skills to CAD assisted drafting and Photoshop assisted theatrical design. *Four credits.*

**THE 2888/3888/4888. Special Topics in Technical Theater 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 Theater.** An historical survey of the influential theatrical movements, individuals, and plays. Through readings, discussion, projects, and attendance at selected live theater productions, students will explore significant dramatic works and their connection to the political, economic, and social movements. *Four credits.*

**THE 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.*

**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 rehearsal and presentation of a culminating project. *Prerequisite: THE 1200. 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 theater. Students will focus on research and

dramaturgy devoted to intensive character study, as well as experimenting with multiple methods of learning and creating a role. This course will combine classroom and production work, and students will participate in a culminating mainstage production. *Prerequisite: THE 2250 or permission of the instructor. Four credits.*

**THE 4500. Shakespeare in Performance.** 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.*

**THE 4510. Theater Arts Administration.** An overview of theatrical producing and management with an emphasis on non-profit theater 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 theaters of distinction, internship opportunities will provide students a bridge between in-class learning and “real world” work experience. *Four to six credits.*







# THE EARL N. PHILLIPS School of Business

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The Earl N. Phillips School of Business is a vibrant business school with over 1,500 students. Our programs are formulated to prepare students for the rapidly changing business world. Our mission is simple: "To prepare our students to become tomorrow's business professionals." This mission keeps us focused on our core goal and competency—adding value to our students. We do this in a variety of ways, both inside and beyond the classroom. We use every opportunity to inspire our students to embark on a program of self-improvement and analysis using (1) discovery, (2) differentiation, and (3) direction. This means *discovering* the many career avenues and opportunities available to them, *differentiating* themselves with unique skills and talents, and then choosing the *direction* in which they would like to go.

We believe in early career exploration. Career-related activities are integrated at all levels, from freshman to senior classes. A growth mindset is foundational to discovering career pathway options. We therefore encourage students to determine and develop the skill sets necessary to differentiate themselves in the marketplace.

We believe students should learn just as much outside as inside the classroom. Many professional skills are developed through memberships in student organizations. Involvement in student organizations is not only valuable and gratifying, but it is also a great way to develop lifelong friendships and potential future business colleagues or partners. The Earl N. Phillips School of Business offers and encourages students to find clubs that suit their interests, including the Accounting Club, the Entrepreneurship Club, the Professional Selling Club, the American Marketing Association Club, the Healthcare Management Club, the Alpha Kappa Psi Business Fraternity, the Floyd T. Craven Investment Club, the Delta Mu Delta Business Honor Society, the Economics Association, the Real Estate Club, the Sigma Nu Tau Entrepreneurship Honor Society, and the National Retail Federation Student Association.

Central to our mission is our caring and committed faculty. Our team is focused on student success. Whether 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.



*Daniel Hall*

Daniel T. Hall, Ph.D.

Dean of the Earl N. Phillips School of Business



“If you are willing to push yourself, you will be surprised by how much you can accomplish.”

– Maggie Hemingway

## THE EARL N. PHILLIPS SCHOOL OF BUSINESS

Dr. Daniel Hall, *Dean*; Dr. Dave Tofanelli, *Associate Dean*;  
Dr. Ross Roberts, *Chair, Department of Accounting and Finance*;  
Dr. Greg Page, *Chair, Department of Management and Entrepreneurship*; Dr. Gerald Fox, *Chair, Department of Economics*;  
Mr. Laurence Quinn, *Chair, Department of Marketing and Sales, Director of the Professional Selling Program*; Dr. Nasir Assar, *Director of the M.B.A. Program*; Dr. Rhonda Butler, *Director of the Strickland Women's L.I.F.T. (Leading & Inspiring Female Trailblazers) Fellowship Program and SWIM (Somo Women in Insurance Management) Program*; Ms. Kathryn Elliott, *Director of the Center for Entrepreneurship*; Ms. Alyssa Haynes, *Co-Director of Business Fellows*; Ms. Bridget Holcombe, *Director of the PSB Career Education*; Dr. Steven Lifland, *Director of Finance Programs*; Dr. Michael McCully, *Director of International Business*; Dr. Miguel Sahagun, *Director of the Neuromarketing (BEACON) Lab*; Ms. Lillian Watson, *Director of Business Communications*; Mr. Mark Michael, *Assistant Director of the Professional Selling Program*; Ms. Ginger Moore, *Co-Director of the Seigfried Leadership Fellows Program*; Dr. Oliver Stoutner, *Director of Business Fellows*; Dr. Paul Forshey, *Co-Director of Business Fellows*; Dr. Premalata Sundaram, *Co-Director of Business Fellows*; Dr. David Bergen; Ms. April Cosner; Mr. Scott Davis; Mr. Brandon Dragone; Mr. James Fakanle; Ms. Diane Griffin; Ms. Christina Griffith; Dr. Cynthia Hanson; Dr. Christopher Harrington; Dr. Robert Hirth; Mr. Thomas James; Mr. Scott Jobe; Mr. Raymond Johnson; Dr. Jo Lacy; Dr. Kenneth McEwan; Mr. George Noxon; Dr. Peter Summers; Dr. Bradley Venable; Dr. James Wehrley; Dr. Jason Williams.

**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, finance, international business, marketing, and sales. In addition, the School offers minors in accounting, business administration, economics, entrepreneurship, finance, global commerce, healthcare management, marketing, sales, social media marketing, and operations & supply chain management.

### 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

Dr. Ross Roberts, *Chair*; Dr. Premalata Sundaram, *Co-Director of Business Fellows*; Dr. Steven Lifland, *Director of Finance Programs*; Mr. Scott Davis; Ms. Christina Griffith; Mr. Thomas James; Dr. Jo Lacy; Dr. Kenneth McEwan; Mr. George Noxon; Dr. James Wehrley.

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.

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.....	80-88 credits
University Core Requirements .....	36-44 credits
Electives .....	0-12 credits
TOTAL.....	128 credits

#### B.S.B.A. in Finance

Major Requirements .....	70 credits
University Core Requirements.....	36-44 credits
Electives.....	14-22 credits
TOTAL.....	128 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 coursework. 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 (80-88 credits)

BUA 2000. Business Career Bootcamp (1)  
 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 1050. Practical Excel for Business (1)\*\*  
 BUA 3050. Business Law (4)  
 ECO 2030. Principles of Macroeconomics (4)  
 ECO 2050. Principles of Microeconomics (4)  
 FIN 3010. Financial Management (4) **or** FIN 3015. Corporate Finance (4)  
 MGT 2220. Principles of Management and Organizational Behavior (4)  
 MGT 3280. Operations and Supply Chain Management (4)  
 MKT 2110. Principles of Marketing and Personal 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 (4)

\*With approval by the Chair of Accounting and Finance.

\*\*Business majors should complete BUA 1050 by the end of their sophomore year.

*For students who entered High Point University during or after the 2022-2023 academic year, ECO 2030 and ECO 2050 may not be used to meet the Social Sciences General Education requirement. Students who entered High Point University before the 2022-2023 academic year may use ECO 2030 and ECO 2050 may not be used to meet the Social Sciences General Education requirement.*

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. Accounting majors who are not transfer students will only be allowed to take a maximum of eight (8) credit hours of upper-level (3000- and 4000-level) accounting courses at institutions outside of High Point University. Any exceptions must be approved by the department chair.
3. Students are encouraged to consider internships, under-graduate research, or independent study in business, beyond the standard requirements. An internship does not count towards the major.

### 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 Envestnet Institute, the Chartered Financial Analyst (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 (70 credits)

ACC 2010. Financial Accounting (4)  
 ACC 2020. Managerial Accounting (4)  
 BUA 1050. Practical Excel for Business (1)\*  
 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 and Personal 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 (4)

*\*Business majors should complete BUA 1050 by the end of their sophomore year.*

*For students who entered High Point University during or after the 2022-2023 academic year, ECO 2030 and ECO 2050 may not be used to meet the Social Sciences General Education requirement. Students who entered High Point University before the 2022-2023 academic year may use ECO 2030 and ECO 2050 may not be used to meet the Social Sciences General Education requirement.*

Select four courses from the following list:

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)\*\*

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 Finance (20 credits)

ACC 2010. Financial Accounting (4)  
 FIN 3010. Financial Management (4)  
 FIN 3015. Corporate Finance (4)

Select two courses from the following list:

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.*





## Department of Economics

Dr. Gerald Fox, *Chair*; Dr. Daniel Hall, *Dean of the Earl N. Phillips School of Business*; Dr. Nasir Assar, *Director of the M.B.A. Program*; Dr. Michael McCully, *Director, International Business*; Mr. Brandon Dragone; Ms. Diane Griffin; 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.....	79-81 credits
University Core Requirements.....	36-44 credits
Electives.....	5-6 credits
TOTAL.....	128 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 (79-81 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 1050. Practical Excel for Business (1)\*  
 BUA 2000. Business Career Boot Camp (1)  
 BUA 2990. Business Communications and Professional Development (4)  
 BUA 2991. International Business Communication (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 and Personal 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 (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

Select one more international course from the following list:

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)

*\*Business majors should complete BUA 1050 by the end of their sophomore year.*

*\*\*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 (20 credits)†

FRE 2010. Intermediate French I (4)  
 FRE 2020. Intermediate French II (4)  
 FRE 2130. Readings in French and Grammar Review (4)  
 FRE 3030. Culture and Civilization of France (4) or FRE 3040. France Today (4) or FRE 3080. Francophone Cultures outside of France (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 Department of World Languages, Literatures, and Cultures.*

#### 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 such students 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 one previous 3000-level Spanish course.

### Important Notes

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 intern-ships, undergraduate research, or independent study in business, beyond the standard requirements.
3. It is recommended that students take PSC/INR 2710 and a world religion course as part of their general education courses.
4. *ECO 2030 and ECO 2050 may not be used to meet the Social Sciences General Education Requirement. Students enrolled in any of the degree programs in the Phillips School of Business after 2021 must select a different course to meet the Social Sciences General Education Requirement.*

### Requirements for the Minor in Economics (20 credits)

ECO 2030. Principles of Macroeconomics (4)

Select one course from the following list:

ECO 2050. Principles of Microeconomics (4)

ECO 2070. Economics for Engineers (4)

Select one course from the following list:

ECO 3030. Intermediate Macroeconomics (4)

ECO 3035. Economic Growth (4)

ECO 3050. Intermediate Microeconomics (4)

Select two additional courses (not selected above):

ECO 3030. Intermediate Macroeconomics (4)

ECO 3035. Economic Growth (4)

ECO 3050. Intermediate Microeconomics (4)

ECO 3220. Labor Economics (4)

ECO 3310. Money, Banking, and Financial Markets (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)

Select four courses from the following list:

BUA/GBS 3100. Global Business (4)

ECO 3035. 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 Mathematical Sciences.





## Department of Management and Entrepreneurship

Dr. David Page, *Chair*; Ms. Kathryn Elliott, *Director of the Center for Entrepreneurship*; Dr. Oliver Stoutner, *Director of the Business Fellows Program*; Dr. Paul Forshey, *Co-Director of Business Fellows*; Dr. Rhonda Butler, *Director of the Strickland Women's L.I.F.T. (Leading & Inspiring Female Trailblazers) Fellowship Program and SWIM (Sompo Women in Insurance Management) Program*; Dr. David Bergen; Mr. James Fakunle; Dr. Christopher Harrington; Mr. Scott Jobe; Dr. Robert Hirth; Dr. Dave Tofanelli; Dr. Bradley Venable; Dr. Jason Williams.

### Programs of Study

- Business Administration Major (B.S.B.A.)
- Entrepreneurship Major (B.S.B.A.)
- Business Administration Minor
- Entrepreneurship Minor
- Healthcare Management Minor
- Leadership Minor
- Operations and Supply Chain Management Minor
- Women's Leadership Development 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.....	70 credits
University Core Requirements.....	36-44 credits
Electives.....	14-22 credits
TOTAL.....	128 credits

#### B.S.B.A. in Entrepreneurship

Major Requirements.....	74 credits
University Core Requirements.....	36-44 credits
Electives.....	10-18 credits
TOTAL.....	128 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. Able to demonstrate a fundamental understanding of operations theory relevant to business decisions.
4. Able to demonstrate a fundamental understanding of global issues relevant to business decisions.
  - Able to demonstrate a fundamental understanding of marketing theory relevant to business decisions.

### Requirements for the B.S.B.A. in Business Administration (70 credits)

ACC 2010. Financial Accounting (4)  
 ACC 2020. Managerial Accounting (4)  
 BUA 1050. Practical Excel for Business (1)  
 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 and Personal 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 (4)

#### Select one course from the following list

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)\*\*

*Business majors should complete BUA 1050 by the end of their sophomore year.*

*Part of the study abroad program.*

**\*\*\*ECO 2030 and ECO 2050 may not be used to meet the Social Sciences General Education Requirement. Students enrolled in any of the degree programs in the Phillips School of Business after must select a different course to meet the Social Sciences General Education Requirement.**

**AND**

Choose additional courses that sum to 12 additional School of Business credits, excluding any courses that are graded pass/fail. At least 8 of the 12 credits must be at the 3000-level or above.

**OR**

Complete a minor in the School of Business.

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 and Personal Selling (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.

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 (74 credits)**

ACC 2010. Financial Accounting (4)  
 ACC 2020. Managerial Accounting (4)  
 BUA 1050. Practical Excel for Business (1)\*  
 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 and Personal 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 (4)

Select one course from the following list:

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)\*\*

**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**

Select at least 8 credits from the following list:

ENT 2810. Dilemmas and Debates in Entrepreneurship (2)

ENT 2880. Family Business Management (4)

ENT 3010. Pitching Startup Ideas (2)

ENT 3050. Business Law for Entrepreneurs (4)

ENT 3510. Corporate Entrepreneurship and Family Business (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 pre-fixes: 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.

*\*Business majors should complete BUA 1050 by the end of their sophomore year.*

*\*\*Part of the study abroad program.*

**\*\*\*ECO 2030 and ECO 2050 may not be used to meet the Social Sciences General Education Requirement. Students enrolled in any of the degree programs in the Phillips School of Business after 2021 must select a different course to meet the Social Sciences General Education Requirement.**

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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### **Requirements for the Minor in Entrepreneurship (20 credits)**

ENT 2900. Ideation and Creativity (4)  
ENT 3023. Business Modeling and Feasibility (4)  
ENT 3400. Venture Funding (4)

Select at least 8 credits from the following list:

BUA 3050. Business Law (4)  
MGT 2220. 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)  
Any other ENT course(s) offered in the *Undergraduate Bulletin* (4-8)

### **Requirements for the Minor in Healthcare Management (20 credits)**

MGT 2220. Principles of Management and Organizational Behavior (4)  
MGT 3600. Introduction to Healthcare Management (4)

Select at least 8 credits from the following list:

BUA 3050. Business Law (4)  
ECO 2050. Principles of Microeconomics (4)  
MGT 3200. Project Management (4)  
MGT 3400. Work Teams in Organizations (4)  
MGT 3500. Service Management (4)

Select at least 4 credits from the following list:

MGT 3620. Leading and Managing in Healthcare Organizations (4)  
MGT 3640. Healthcare Delivery: Systems and Policies (4)  
MGT 3650. Economics and Financing of Healthcare Delivery (4)  
MGT 3670. Human Resource Management in Health Service Organizations (4)

### **Requirements for the Minor in Leadership (20 credits)**

COM 1110. Human Communication (4)  
COM 2220. Persuasion (4)  
MGT 1500. Introduction to Leadership Studies (4)  
MGT 4500. Leadership Studies Capstone (4)

Select 4 credits from the following list:

MGT 2220. Principles of Management and Organizational Behavior (4)  
MGT 3220. Leadership (4)  
MGT 3400. Work Teams in Organizations (4)  
MGT 3700. Crisis Management and Leadership (4)

### **Requirements for the Minor in Operations and Supply Chain Management (20 credits)**

MGT 2220. Principles of Management and Organizational Behavior (4)  
MGT 3200. Project Management (4)  
MGT 3280. Operations and Supply Chain Management (4)  
MGT 4050. Global Logistics (4)

Select 4 credits from the following list:

MGT 3300. Innovation Management (4)  
MGT 3500. Service Management (4)  
MGT 3700. Crisis Management (4)  
MGT 3950. Construction Management (4)

### **Requirements for the Minor in Women's Leadership Development (20 credits)**

Required Core Courses (16 credits)

WLD 2100. Women's Leadership (4)  
WLD 2200. Professional Development for Women (4)  
WLD 3100. Women and Leadership Negotiation (4)  
MGT 4500. Leadership Studies Capstone (4)

Electives (4 credits)

Select one course from the following list:

ENG 2220. Women's Literary Tradition (4)  
HST 2240. Women's U.S. History (4)  
MGT 3800. Cross-Cultural Management (4)  
COM/WGS/GBS 3374. Global Media Representation of Women (4)  
REL 3007. Women in the Bible (4)  
SMG 3030. Gender Issues in Sports (4)  
SOA/POP 4424. Gender Speak (4)  
WEL 4675. Body and Identity (4)





## Department of Marketing and Sales

Mr. Laurence Quinn, *Chair and Director of the Professional Selling Program*; Ms. Lillian Watson, *Director of Business Communications*; Ms. Bridget Holcombe, *Director of PSB Career Education*; Mr. Mark Michael, *Assistant Director of the Professional Sales Program*; Ms. Alyssa Haynes, *Co-Director of Business Fellows*; Ms. April Cosner; Dr. Larry Carter; Dr. Cynthia Hanson; Ms. Ginger Moore; Dr. Miguel Sahagun.

### Programs of Study

- Marketing Major (B.S.B.A.)
- Sales Major (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.....	70 credits
University Core Requirements.....	36-44 credits
Electives.....	14-22 credits
TOTAL.....	128 credits

#### B.S.B.A. in Sales

Major Requirements.....	70 credits
University Core Requirements.....	36-44 credits
Electives.....	14-22 credits
TOTAL.....	128 credits

**Students may not double-major in Marketing and Sales.**

## 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 (70 credits)

- ACC 2010. Financial Accounting (4)
- ACC 2020. Managerial Accounting (4)
- BUA 1050. Practical Excel for Business (1)
- 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 and Personal Selling (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 (4)

*\*Business majors should complete BUA 1050 by the end of their sophomore year.*

*\*\*Part of the study abroad program.*

**\*\*\*ECO 2030 and ECO 2050 may not be used to meet the Social Sciences General Education Requirement. Students enrolled in any of the degree programs in the Phillips School of Business after 2021 must select a different course to meet the Social Sciences General Education Requirement.**

Select one course from the following list:

MKT 3750. International Marketing (4)  
MKT/GBS 3850. Marketing in Spain (4)\*

\*Part of the study abroad program.

Select three courses from the following list:

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 life skills of selling.

### 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;
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 (70 credits)**

ACC 2010. Financial Accounting (4)  
 ACC 2020. Managerial Accounting (4)  
 BUA 1050. Practical Excel for Business (1)\*  
 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 and Personal Selling (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 (4)

*\*Business majors should complete BUA 1050 by the end of their sophomore year.*

*\*\*Part of the study abroad program.*

*\*\*\*ECO 2030 and ECO 2050 may not be used to meet the Social Sciences General Education Requirement. Students enrolled in any of the degree programs in the Phillips School of Business after 2021 must select a different course to meet the Social Sciences General Education Requirement.*

Select one course selected from the following list:

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.

**Requirements for the Minor in Marketing (20 credits)**

MKT 2110. Principles of Marketing and Personal Selling (4)

Select four courses from the following list:

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 4400. Marketing Management (4)  
 MKT 2881/3881/4881. Special Topics (4)

*\*MKT 4400 has prerequisites of MKT 2110 two other MKT courses and junior or senior standing.*

*\*\*MKT/GBS 3850 is part of the study abroad program.*

**Requirements for the Minor in Sales (20 credits)**

MKT 2110. Principles of Marketing and Personal Selling (4)  
 MKT 3600. Sales in Dynamic Environments (4)

Select 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 and Personal Selling (4) **or** STC 1225. Foundations of Strategic Communication (4)  
 MKT 4100. Social Media Marketing Strategy (4)  
 STC 2260. Agency Practicum (2)  
 SME 4345. Social Media and Analytics (4)  
 SME 4725. 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 gateway 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, ACC 2050, 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 2050 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.** This is an 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 the instructor. One credit.

**ACC 4102. Literacy in the Content Area: BEC.** This is an 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 the 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 the 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. Course is graded Pass/Fail. One credit.

**BUA 1050. Practical Excel for Business.** This is an introductory Excel course that focuses on foundational Excel functions and processes to prepare business majors for upcoming courses. Students will get an opportunity to earn the Excel Associate Certification. *For Business School majors only. Course is 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 1300. Business Fellows Colloquium.** This course provides Business Fellows with an introduction to the program, the University and their community. Through exercises, guest speakers, and experiential activities, Business Fellows will identify and develop personal, professional, and academic goals, connect with mentors and on-campus organizations, and develop a better understanding of the broader High Point community. Business Fellows will practice skills that will aid them in distinguishing themselves on the job market, and in admissions to graduate/professional programs. *Course is graded Pass/Fail. One credit.*

**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. 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.** This course 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. *For Business School majors only. Prerequisites:* Sophomore standing, BUA 2000. Four credits.

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**BUA 2991. International Business Communication.** This course is 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 or permission of the instructor. Four credits. [EXPLN]*

**BUA 3110. Global Luxury Management.** This course explores key theories, developments, and tensions in the global luxury market. The course takes a multidisciplinary approach to understanding the strategies and operations of global luxury brands. Students will develop an understanding of the various ways luxury goods and services create value for consumers in multiple cultural contexts and the challenges faced by luxury brands in the current dynamic global environment. *Four credits. [EXPLN]*

**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. [SOSCI]*

**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 micro-economic issues. *Four credits. [SOSCI]*

**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 and permission of the instructor. Four credits.*

**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 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 3110. Business Data Visualization with Tableau.**

An introductory Tableau data visualization course that uses mock business information with a real company. Students will take on the role of a boutique consulting firm and focus on foundational Tableau functions and processes. Students get the opportunity to take the Tableau Desktop Specialist certification exam. *Graded pass/fail. Two credits.*

**ECO 3120. Business Analytics with SQL.** An introductory Structured Query Language (SQL) and database course that uses mock business information from a real company. Students will take on the role of a boutique consulting firm and focus on foundational SQL functions and processes. Students get the opportunity to take the SQL certification exam. *Graded pass/fail. Two 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, Banking, and Financial Markets.** 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. *Prerequisite: 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.*

**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 on even-numbered years. 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.*

**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 2880. Family Business Management.** This course examines issues relevant to the structure, management, ownership, growth, and continuity of family-owned businesses. Students will explore roles, boundaries, missions and purposes of family businesses, stages of leadership, generational succession, creating Boards and governance, and managing growth, acquisitions, divestitures, and exits. Students will learn how non-family members can assist in the success of the business. *Four 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. Pitching Startup Ideas.** This course is a hands-on laboratory for students who want to walk through the process of putting together a high-quality business plan pitch. 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 and Family Business.** 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 3001. Financial Certification Preparation.** This course is designed to prepare students to obtain industry recognized financial certifications that will help set HPU students apart in their career search. The initial offering would be for the Securities Industry Essentials (SIE) exam which is a "gateway" exam for those interested in careers in the Financial Services Industry. *Two credits.*

**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 coursework. 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 or ACC 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



“What recommends commerce to me is its enterprise and bravery.”

– Henry David Thoreau

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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. Course is offered in the spring. 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 1000. Leading and Inspiring Female Trailblazers (L.I.F.T.) Fellowship Seminar.** There is a well-researched women's leadership gap that exists across various industries, which indicates that the leadership journey for women can be complex and challenging, but also rewarding with the right resources to help women navigate the leadership labyrinth. This course is designed for the Women's L.I.F.T. Fellowship scholars to provide them with an introduction to the fellowship program, the University, and community, and to provide them with leader development activities, expert guest speakers, networking and mentoring with leaders, professional development exercises, self-assessments, and experiential learning to help them successfully begin their professional leadership journey. *Course is graded Pass/Fail. One credit.*

**MGT 1500. Introduction to Leadership Studies.** This course is an introduction to the study of leadership and leadership development processes with a focus on self-discovery. The course is 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, community engagement, and the development of a comprehensive leadership development plan. The course will emphasize the impact of interpersonal dynamics on ethical decision making, inclusion, personality, emotional intelligence, change

leadership, motivation, conflict resolution, organizational behavior, team dynamics, and organizational leadership. *Four 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: Junior standing or permission of the instructor. Four credits.*

**MGT 3620. Leading and Managing in Healthcare Organizations.** 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 healthcare marketplace and how managers seek to manage the complex human relationships that exist within healthcare organizations and health systems, as well as the influence of other agencies and external stakeholders. *Prerequisite: Junior standing or permission of the instructor. Four credits.*

**MGT 3640. Healthcare Delivery: Systems and Policies.** This course provides an understanding of the organization, delivery, and financing of healthcare; the business side of health care, including workforce issues, payment systems, and cost control; issues in the health care industry including the effect of government policies; and the opportunity for students to critically evaluate current changes in healthcare policies in the United States and other countries and the effect of such changes on the quality of patient care. *Prerequisite: Junior standing or permission of the instructor. Four credits.*

**MGT 3650. Economics and Financing of Healthcare Delivery.** This course focuses on introducing the key financial management principles, concepts, and decisions that create value for healthcare organizations. The course will cover a broad range of topics, including an overview of the healthcare system, reimbursement methodologies, economic value added, market value added, billing and collections, and the influences of health status, insurance coverage, and income on healthcare delivery. Special emphasis will be placed on the government as a demander of medical care services. Changes in Medicare and regulation of managed care are among the public policy issues to be addressed. *Prerequisite: MGT 2220 or permission of the instructor. Four credits.*

**MGT 3660. Global Perspective: Different National Healthcare Systems.** The purpose of this course is to enhance your knowledge and understanding of different international healthcare systems. We will compare the healthcare system in the United States to the healthcare systems of several other developed countries around the world, with a focus on the healthcare system of the United Kingdom. *Four credits.*  
**[EXPLN]**

**MGT 3670. Human Resource Management in Health Service Organizations.** This course provides an overview of human resource management, particularly the functions, structure, laws, and principles of effective human resource management in the health services industry. Instruction emphasizes the management of healthcare personnel focusing on the unique nature of healthcare specialization, professional licensure, and employee productivity and satisfaction. Additionally,

the course addresses current issues in human resource management, such as managing health labor shortages. *Prerequisite: MGT 2220 or permission of the instructor. Four credits.*

**MGT 3700. Crisis Management and Leadership.** Crisis management is the process by which an organization deals with major unpredictable events that threaten to harm the organization, its stakeholders, or the general public. The elements most common to crises are: a threat to the organization, the element of surprise, and a short decision time. Many business owners and managers feel that crises are limited to natural disasters, not realizing that many other types of crisis can affect their organization. This course will examine leadership, cooperation, and conflict in times of crisis. Emphasis will be placed on understanding the key dynamics that influence the way that decision makers perceive and respond to crises, as well as the organizational and inter-organizational dynamics that impact crisis management. Case studies will be used to give students a realistic understanding of the limitations and opportunities that arise in high-pressure crisis management situations. *Prerequisite: MGT 2220 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 3950. Construction Management.** This course is an introductory course in the theory and practice of professional construction management. The course will introduce the industry, the stakeholders, and processes in modern construction management. Topics include the design, bid, and build process, construction manager at risk concept, contracting, project management, and risk management. By the end of this course, students will understand basic terminology, concepts, and techniques of construction management and how these relate to other business disciplines such as business law, project management, and operations/supply chain. *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 undertake an assignment planned in advance. *One to four credits.*

**MGT 4500. Leadership Studies Capstone.** This leadership minor capstone course is specifically designed to challenge the student to integrate critical reflection and analysis of the research and application of leadership theory. Integration of diverse perspectives of leading others throughout their university experiences will be emphasized. Students will propose and complete a faculty mentored capstone project: a leadership internship or leadership project. Emphasis will be on future application and insight on the individual, group, organizational, and community elements of effectively leading others. *Prerequisite: 12 completed credits in the Leadership Studies Minor. Four credits.*

**MGT 4690. Healthcare Strategic Management.** To maintain a competitive advantage in a highly dynamic environment, it is necessary that healthcare managers possess the requisite knowledge, skills, and abilities to favorably position their organizations for success. This requires healthcare leaders to promote strategic thinking, create well-developed strategic plans, and engage in strategic management. This course will enable students to critically examine organizational, strategic business unit, and functional-level vision, mission, and values statements; analyze and draw meaningful conclusions from internal and



external assessments using a variety of established tools and techniques; formulate well-conceived organizational goals, objectives, and strategies; and present tactical implementation and monitoring plans. Students will also be exposed to the processes involving data analytics, planning, and implementation designed to favorably position an organization to achieve and sustain a competitive advantage in the market. *Prerequisites: Junior standing and MGT 2220, or permission of the instructor. 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 and Personal Selling.** 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 students 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, students 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 the instructor. Four credits.*

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

**WLD 2100. Women's Leadership.** This course examines what hinders and what helps women develop as leaders. The course explores the leadership labyrinth and how successful women leaders navigate it. The course covers women's leadership styles and effectiveness, stereotypes, biases, and cross-pressures that women face; women's leadership experiences and intersectionality; and development of women's human capital. Integrated throughout the course are real-world examples, best practices in women's leadership development, and opportunities for students to begin their own leadership development journey as they learn more about themselves and their potential for leadership. *Four credits.*

**WLD 2200. Professional Development for Women.** This course is designed to help women develop professionally as future leaders. It focuses on students' self-awareness, workplace skills, effective leadership communication, career development, and executive presence. Other topics covered in the course include managing perceptions, developing a personal brand and professional reputation, speaking and writing as a

leader, cultivating emotional intelligence, building social capital, networking, finding mentors, and delivering effective employment communication (e.g., resume, cover letter, LinkedIn profile, elevator pitch, interview/mock interview, follow-up, and promotion). The course emphasizes skill building through practice and artifacts that demonstrate professional development. *Prerequisite: WLD 2100. Four credits.*

**WLD 3100. Women and Leadership Negotiation.** Negotiation skills are essential for leaders. Leaders negotiate several matters inside and outside of the workplace each day. However, research shows that women do not negotiate for themselves like men do, and women report feeling more discomfort negotiating than their male counterparts do. Women's differences in negotiation contribute to the women's leadership gap in organizations. This course focuses on the fundamentals of effective negotiation, with special emphasis on gender differences in negotiation practices. The course examines best practices in making agreements and resolving disputes. It also prepares women to be more confident in their negotiation skills as it delves into the many benefits organizations and individuals realize when women negotiate. This course will help students develop knowledge, skills, and abilities in leading and managing negotiations that occur in multiple individual, leadership, and employment contexts. *Prerequisite: WLD 1100. Four 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 10 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. Nahed Eltantawy, *Associate Dean*; Dr. Stefan Hall, *Chair, Department of Game Design*; Dr. Bobby Hayes, *Chair, Department of Journalism and Sports Media*; Mr. Robert Powell, *Chair, Department of Media Production*; Dr. Jenny Lukow, *Chair, Department of Sport, Event, and Hospitality Management*; Mr. John Mims, *Chair, Department of Strategic Communication*; Dr. Arden Anderson; Dr. Kristina Bell; Ms. Harvest Bellante; Mr. Nicholas Blair; Mr. Jeffrey Bullins; Dr. Nicholas Buzzelli; Dr. Brianna Clark; Mr. Brian Heagney; Dr. Matthew Jenkins; Dr. Timothy Koba; Mr. Bradley Lambert; Dr. Brandon Lenoir; Ms. Robin Lindner; Mr. Ken Medlin; Mr. Joe Michaels; Dr. Marisa Ritter; Dr. Matt Ritter; Dr. Amy Rundio; Mr. James Scott; Dr. Dean Smith; Mr. Robert Stec; Mr. Barry Thornburg; Dr. James Trammell; Dr. Sarah Vaala; Dr. Jessica Witala.

### 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.



## Fellows

Each year 40 outstanding incoming communication majors are granted membership into High Point University’s Fellows Program. Throughout this four-year program, 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 theories in their 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 industry by developing 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.

## Department of Game Design

Dr. Stefan Hall, *Chair*; Dr. Kristina Bell; Mr. Brian Heagney.

### Programs of Study

- Game Design (B.A.)
- Game Design Minor

### Degree Requirements

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

#### B.A. in Game Design

Major Requirements.....	48 credits
University Core Requirements.....	36-44 credits
Electives.....	36-44 credits
TOTAL.....	128 credits

## Game Design Major

### Student Learning Outcomes for Game Design Majors

Upon completing the Game 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;
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 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 Design (48 credits)

In order to complete the major in Game Design, students must complete the following requirements.

#### Communication Core Requirements (12 credits)

- COM 1110. Human Communication (4)
- COM 1450. Media Law and Literacy (2)
- COM 3450. Media Law and Ethics (2)
- GAM 1111. AAA Game Development Tools (4)

#### Major Core Requirements (24 credits)

- GAM 1000. Introduction to Game 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)
- GAM 4493. Game Publishing, Promotion, and Portfolio (4)

#### Major Electives (12 credits)

Select 12 credits from the following list of courses:

- GAM 1112. Indie Game Development Tools (4)
- GAM 2222. Games and Society (4)
- GAM 2272. Games Industries and Organizations (4)
- GAM 2282. Players, Gamers, and Game Cultures (4)
- GAM 2881, 4881. Special Topics (1-4)
- GAM 3000. Game-Based Workshop (1-2)
- GAM 3302. Narrative and Interactive Fiction (4)



GAM 3312. Principles and Practices of Interactivity (4)  
 GAM 3332. Animation for Video Games (4)  
 GAM 3333. Meaningful Game Design Studio (4)  
 GAM 3362. Puzzle, Obstacle, and Level Design (4)  
 GAM 3372. Games and Identity (4)  
 GAM 3432. Character Design (4)  
 GAM 3442. User-Interface Design (4)  
 GAM 3811 Game-Based Travel Study (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)

#### Requirements for the Minor in Game Design (20 credits)

GAM 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 1000. Introduction to Game Design (4)  
 GAM 1111. AAA Game Development Tools (4)  
 GAM 1112. Indie Game Development Tools (4)  
 GAM 2222. Games and Society (4)  
 GAM 2272. Games Industries and Organizations (4)  
 GAM 2282. Players, Gamers, and Game Cultures (4)  
 GAM 2881, 4881. Special Topics (1-4)  
 GAM 3302. Narrative and Interactive Fiction (4)  
 GAM 3312. Principles and Practices of Interactivity (4)  
 GAM 3332. Animation for Video Games (4)  
 GAM 3333. Meaningful Game Design Studio (4)  
 GAM 3342. Theory and Criticism of Games (4)  
 GAM 3352. Game Development (4)  
 GAM 3362. Puzzle, Obstacle, and Level Design (4)  
 GAM 3372. Games and Identity (4)  
 GAM 3432. Character Design (4)  
 GAM 3442. User-Interface Design (4)  
 GAM 3811 Game-Based Travel Study (4)  
 GAM 4412. Digital Game Prototyping (4)  
 GAM 4432. 3D Modeling for Video Games (4)  
 GAM 4492. Collaborative Game Design and Development (4)  
 GAM 4493. Game Publishing, Promotion, and Portfolio (4)  
 GAM 4810-4816. Internship (4)



## Department of Journalism and Sports Media

Dr. Bobby Hayes, *Chair*; Dr. Nicholas Buzzelli; Dr. Nahed Eltantawy; Mr. Ken Medlin; Mr. James Scott; Dr. Dean Smith.

#### Programs of Study

- Journalism (B.A.)
- Sports Media (B.A.)
- Journalism Minor
- Sports Media Minor

#### Degree Requirements

To graduate from High Point University with a degree from the Department of Journalism and Sports Media, students must complete one of the following:

##### B.A. in Journalism

Major Requirements.....	70 credits
University Core Requirements.....	36-44 credits
Electives.....	14-22 credits
TOTAL.....	128 credits

##### B.A. in Sports Media

Major Requirements.....	54 credits
University Core Requirements.....	36-44 credits
Electives.....	30-38 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;

“What task in life could I have performed nobler than this, to write what is of great service to mankind and to bring the nature of things into the light for all to see?”

–Plato

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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;
  - 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 (70 credits)

In order to complete the major in Journalism, students must complete the following requirements:

#### Communication Core Requirements (14 credits)

- COM 1110. Human Communication (4)
- 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 (32 credits)

- JOU 1300. Never Stay Silent: History of the Fourth Estate and News Literacy (2)
- JOU 2200. Mastering the Interview (2)
- JOU 2201. Infographics (2)
- JOU 2243. Reporting and Writing Across Platforms (4)
- JOU 2283. Multimedia Storytelling (2)
- JOU 3110. Data Journalism (2)
- JOU 3313. Feature Writing (4)
- JOU 3323. Copy Editing (4)
- JOU 3331. Video Journalism Reporting (4)
- JOU 3363. Opinion Writing (2)
- JOU 4000. Q News Network (4)

#### Major Electives (10 credits)

Select 10 credits from the following list of courses:

- ART 3081. Documenting the Community through Photography (4)
- ART 3680. Digital Photography (4)
- COM 2210. Persuasive Speaking (1)
- COM 4811. Student Internship (4)
- ENG 2140. Digital Writing for Social Action (4)
- ENG 2150. Writing about Science (4)
- ENG 3113. Writing Creative Non-Fiction (4)
- ENG 3150. Writing Analytics in the Data Revolution (4)
- JOU 2881/3881/4881. Special Topics (1-4)
- GDS 2550. Graphic Design Studio (4)

- MPE 1950. Multi-Camera Production (4)
- MPE 2261. Podcasting Workshop (2)
- MPE 3010. Drone Pilot Certification (4)
- COM/GBS 3374. Global Media Representation of Women (4)
- SPT 2246. Sports Reporting (4)
- STC 3305. Message Development in Government and Public Affairs (4)
- STC 3315. Strategic Message Development for Public Relations (4)
- SME 4345. Applied Social Media (4)
- THE 2210. Voice and Dialect (2)

#### Specialization 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

- DNC 3600. Dance and New Media (4)
- MUS 1600. Human Dimensions of Music (4)
- MUS 1630. History of American Music (4)
- MUS 3600. History of Musical Theater (4)
- MUS 3620. History of Pop Music (4)
- MUS 3640. History of Jazz (4)
- MUS 3800. Music Business (2)
- THE 3000. Studies in Theater (4)



**BUSINESS**

ECO 2030. Principles of Macroeconomics (4)  
 ECO 2050. Principles of Microeconomics (4)  
 ECO 3220. Labor Economics (4)  
 MKT 2110. Principles of Marketing (4)  
 MKT 3200. Consumer Behavior (4)  
 MGT 2220. Principles of Management and Organizational Behavior (4)

**COMPUTER SCIENCE**

CSC 1710. Introduction to Computer Programming (4)  
 CSC 1720. Advanced Programming with Data Structures (4)  
 Two additional courses at or above the 2000-level.

**DATA ANALYTICS**

MTH 1410. Calculus I (4) **or** MTH 1310. Applied Mathematical Concepts for Business (4)  
 STS 2910. Introduction to Statistical Analysis (4)  
 STS 2920. Introduction to SAS Programming (4)  
 STS 3110. Intermediate Statistical Analysis (4)  
 STS 3120. Applied Multivariate Statistics (4)  
 STS 3130. Data Mining and Predictive Analytics (4)

**ENVIRONMENTAL STUDIES**

ENG 2150. Writing about Science (4)  
 ENV 1110. Environmental Science (4)  
 ENV 1120. Issues in Environmental 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**

BIO 3350. Emerging Infectious Diseases: A World Perspective (4)  
 BIO/WGS 3500. Biology of Women (4)  
 ENG 2150. Writing about Science (4)  
 ENV 3300. Global Change Ecology (4)  
 HED 1200. Nutrition and Healthy Living (4)  
 HED 2100. Prevention and Substance Abuse (4)  
 HED 2200. Human Sexuality and Relationships (4)  
 HED 3100. Contemporary Health Issues (4)  
 HED 3200. Women's Health Issues (4)  
 HED 3300. Aging and Life Choices (4)

**JUSTICE SYSTEM**

CRJ 1600. Victimology (4)  
 CRJ 1700. Violent Crime (4)  
 CRJ/WGS 1800. Gender 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)

**MEDIA PRODUCTION**

COM 2262. Video Practicum (2)  
 MPE 1950. Multi-Camera Production (4)  
 MPE 2261. Podcasting Workshop (2)  
 MPE 3003. Advanced Multi-Camera Production and Directing (4)  
 MPE 3010. Drone Pilot Certification (4)  
 MPE 3011. Drone Production Workshop (2)  
 MPE 3500. Production Planning and Finance (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. Organizational Behavior in Sport Organizations (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 12 credits from the following list of courses. At least 8 credits must be at the 3000-level or above:

JOU 2283. Multimedia Storytelling (2)  
 JOU 3313. Feature Writing (4)  
 JOU 3331. Video Journalism Reporting (4)  
 JOU 3363. Opinion Writing (2)  
 JOU 2881/4881. Special Topics (1-4)  
 SPT 2246. Sports Reporting (4)

### Sports Media Major

#### Student Learning Outcomes for Sports Media Majors

Upon completing the Sports Media 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 sports media industry;
6. Be able to apply current tools and technologies appropriate for the sports media 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 sports media industry;
8. Be able to demonstrate an ability to work with clients;
9. Assume entry level positions in the sports media industry or attend graduate school in a related discipline.

#### Requirements for the B.A. in Sports Media (54 credits)

In order to complete the major in Sports Media, 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)  
 SPT 2269. Sports Announcing 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)  
 SPT 2246. Sports Reporting (4)  
 SPT 2256. Sport and Communication (4)  
 SPT 3006. Sports Broadcasting (4)  
 SPT 3342. Advanced Sports Broadcasting (4)  
 SPT 4006. Advanced Sports Reporting (4)  
 SPT 3325. Sports Public Relations (4)

#### Requirements for the Minor in Sports Media (20 credits)

COM 2001. Techniques in Media Production (4)  
 JOU 2243. Writing and Reporting Across Platforms (4)  
 SPT 2246. Sports Reporting (4)  
 SPT 2256. Sport and Communication (4)  
 SPT 3006. Sports Broadcasting (4)

## Department of Media Production

Mr. Robert Powell, *Chair*; Ms. Harvest Bellante; Mr. Nicholas Blair; Mr. Jeffrey Bullins; Mr. Brad Lambert; Mr. Joe Michaels; Mr. Barry Thornburg; Dr. James Trammell.

### Programs of Study

- Media Production (B.A.)
- Media Production Minor
- Popular Culture Studies Minor

### Degree Requirements

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

#### B.A. in Media Production

Major Requirements.....	55 credits
University Core Requirements.....	36-44 credits
Electives.....	29-37 credits
TOTAL.....	128 credits

## Media Production Major

### Student Learning Outcomes for Media Production Majors

Upon completing the Media Production Program at High Point University, students will:

1. Demonstrate industry standard competencies in all stages of media production and a capacity to adapt to the changing media landscape;
2. Assess client communication objectives and develop effective message-based media strategies;
3. Develop feasible business plans and practices that address client/community needs;
4. Produce creative and compelling stories that communicate effectively to diverse target audiences;
5. Demonstrate an understanding of expectations and best practices in the media industry.

### Requirements for the B.A. in Media Production (55 credits)

In order to complete the major in Media Production, students must complete the following requirements:

#### Communication Core Requirements (14 credits)

- COM 1110. Human Communication (4)
- COM 2001. Techniques in Media Production (4)
- COM 3450. Media Law and Ethics (4)

#### Major Core Requirements (35 credits)

- COM 1138. American Media History and Development (4)
- COM 2204. Media and Popular Culture (4)
- COM 2231. Writing for Media Production (4)
- MPE 1361. Digital Imaging (1)
- MPE 1950. Multi-Camera Production (4)
- MPE 2262. Video Production Agency (4)
- MPE 3311. Narrative Production (4)
- MPE 3361. Motion Graphics (4)
- MPE 3500. Production Planning and Finance (4)
- MPE 4451. Senior Production Experience (4)
- MPE 4500. Media Entrepreneurship (4)

#### Production Electives (6 credits)

Select 6 credits from the following list of courses:

- MPE 2221. Audio Production (4)
- MPE 2261. Podcasting Workshop (2)
- MPE 2881/3881/4881. Special Topics (1-4)
- MPE 3001. Post-Production Workshop (2)
- MPE 3002. Cinematography and Lighting (4)
- MPE 3003. Advanced Multi-Camera Production and Directing (4)
- MPE 3010. Drone Pilot Certification (4)
- MPE 3011. Drone Production Workshop (2)
- MPE 3231. Writing for the Screen (4)
- MPE 3551. Program Production for Organizations (4)
- MPE 4361. Motion Graphics II (4)
- MPE 4811. Internship in Media Entrepreneurship (1-2)
- POP 3007. Audio for Visual Media (2)

### Requirements for the Minor in Media Production (20 credits)

#### Required Core Courses (13 credits)

- COM 2001. Techniques in Media Production (4)
- MPE 1950. Multi-Camera Production (4)
- MPE 4500. Media Entrepreneurship (4)

#### Electives (8 credits)

Choose eight credits from any combination of MPE courses.

### Requirements for the Minor in Popular Culture Studies (20 credits)

#### Required Core Courses (12 credits)

COM 1138. American Media History and Development (4)  
 COM 2204. Media and Popular Culture (4)  
 COM 2234. Film History and Analysis (4)

#### Electives (8 credits)

Select eight credits from the courses below.

ART 3850. History of Photography (4)  
 COM 3324. Myth and Media (4)  
 COM 3394. Media Masters (4)  
 COM 3414. Advertising and Consumer Culture (4)  
 COM/SOA/WGS 3334. Media Representation of Race, Class, and Gender (4)

COM/GBS/WGS 3374. Global Media Representation of Women (4)

COM 3881/4881. Special Topics (4)  
 COM 4444. Independent Study (4)  
 GAM 3342. Theory and Criticism of Games (4)  
 GAM/WGS 3372. Games and Identity (4)  
 FRE 3750. French Cinema: Text and Culture (4)  
 GDS 3150. History of Graphic Design (4)  
 HST 3212. American Thought and Culture (4)  
 HST 3231. Creating the American Consumer, 1850 - 1929 (4)  
 MUS 3600. History of Musical Theater (2)  
 MUS 3620. History of Pop Music (2)  
 MUS 3640. History of Jazz (2)  
 PSC 3317. Pop Culture, Media, and Politics (4)





## Department of Sport, Event, and Hospitality Management

Dr. Jenny Lukow, *Chair*; Dr. Arden Anderson; Dr. Brianna Clark; Dr. Timothy Koba; Dr. Marisa Ritter; Dr. Amy Rundio; Dr. Jessica Wiitala.

### Programs of Study

- Sport Management (B.A.)
- Event Management (B.A.)
- Hospitality Management (B.A.)
- Sport Management Minor
- Event Management Minor
- Hospitality Management Minor

### Degree Requirements

To graduate from High Point University with a degree from the Department of Sport, Event, and Hospitality Management, students must complete one of the following:

#### B.A. in Sport Management

Major Requirements.....	50 credits
University Core Requirements.....	36-44 credits
Electives.....	34-42 credits
TOTAL.....	128 credits

#### B.A. in Event Management

Major Requirements.....	54 credits
University Core Requirements.....	36-44 credits
Electives.....	30-38 credits
TOTAL.....	128 credits

#### B.A. in Hospitality Management

Major Requirements.....	58 credits
University Core Requirements.....	36-44 credits
Electives.....	26-34 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 sport 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. Organizational Behavior in Sport Organizations (4)  
SMG 3020. Sport in Society (4)  
SMG/WGS 3030. Gender issues in Sport (4)  
SMG 3040. Sport Law (4)  
SMG 4100. Strategic Management of Sport Organizations (4)  
SMG 4200. Sports Executive Boardroom Experience (4)  
SMG 4811. Sport Management Internship (1-12)

### 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. Organizational Behavior in Sport Organizations (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.

## 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 (46 credits)

EMG 1200. Introduction to Event Management (4)  
EMG 1400. Event Planning and Evaluation (4)  
EMG 2200. Networking and Professional Development in Event Management (2)  
EMG 2300. Event Operations (4)  
EMG 2400. Event Financial Resource Management (4)  
EMG 3200. Experiential Services Marketing and Sponsorship (4)  
EMG 3300. Administration of Festivals and Events (4)  
EMG 3500. Events for a Diverse Society (4)  
EMG 3600. The Management of Risk and Legal issues in Events (4)  
EMG 4300. Principles of Event Experience Design (4)  
EMG 4400. Senior Seminar in Event Management (4)  
EMG 4811. Internship in Event Management (1-12)

Major Electives (2 credits)

Select 2 credits from the following list of courses:

EMG 2010. Meeting, Conference Planning, & Special Events (2)  
EMG 2020. Fairs and Festivals (2)  
EMG 2881, 3881, 4881. Special Topics (1-4)

**Requirements for the Minor in Event Management (20 credits)**

Required Courses (12 credits)

EMG 1200. Introduction to Experiential Event Management (4)  
EMG 1400. Event Planning and Evaluation (4)  
EMG 2300. Event Operations (4)

Electives (8 credits)

Select 8 credits from the following list of courses:

EMG 2400. Event Financial Resources Management (4)  
EMG 3200. Experiential Services Marketing and Sponsorship (4)  
EMG 3300. Administration of Festivals and Events (4)  
EMG 3500. Events for a Diverse Society (4)  
EMG 4300. Principles of Event Experience Design (4)



## Hospitality Management Major

### Student Learning Outcomes for Hospitality Management Majors

Upon completing the hospitality management program at High Point University, students will:

1. Demonstrate work and career preparation and understanding of professionalism within the hospitality industry;
2. Identify customer service and guest relations standards and policies that must be in place for the successful operations in the hospitality industry;
3. Discuss the importance of effective leadership and management and distinguish between leadership and management skill sets and competencies;
4. Understand and apply hospitality industry analytics to maximize total hotel and restaurant revenues and profits;
5. Demonstrate an understanding of the law of contracts and torts which affect the hospitality industry;
6. Demonstrate the ability to integrate the concepts of hospitality management, operations, leadership and ethics, human resources, marketing, finance, and accounting to analyze interdisciplinary case and simulated management situations;
7. Prepare and present case analyses, and to respond to questions regarding the formulation and evaluation of alternatives and the recommended course of action;
8. Understand and perform hospitality work tasks through lab and field work experiences.

### Requirements for the B.A. in Hospitality Management (58 credits)

Communication Core Requirements (6 credits)

COM 1110. Human Communication (4)  
COM 1113. Graphic Software Packages (2)

Major Core Requirements (40 credits)

HSP 1300. First Look: The Experiential Hospitality Industry (4)  
HSP 1400. Hospitality Management Operations (4)  
HSP 2550. Human Resource Management (4)  
HSP 2881/3881/4881. Special Topics in Hospitality (1-4)  
HSP 3100. Hospitality Budget and Finance (4)  
HSP 3300. The Global Hospitality Experience (4)  
HSP 3450. Hospitality Law and Ethics (4)  
HSP 3500. Service Management in the Hospitality Industry (4)  
HSP 4500. Hospitality Management Capstone (4)  
HSP 4811. 360 Degree Internship (1-12)  
MGT 2220. Principles of Management and Organizational Behavior (4)



Elective Block Requirements (12 credits)

Select one block of electives from the list below.

**FINANCE**

ACC 2010. Financial Accounting (4)  
 FIN 3010. Financial Management (4)  
 FIN 3015. Corporate Finance (4)

**ENTREPRENEURSHIP**

ENT 2900. Ideation and Creativity (4)  
 ENT 3023. Business Modeling and Feasibility (4)  
 ENT 3400. Venture Funding (4)

**SALES**

MKT 2110. Principles of Marketing (4)  
 MKT 3600. Sales in Dynamic Environments (4)  
 MKT 3680. Negotiations (4)

**EVENT MANAGEMENT**

EMG 1200. Introduction to Experiential Event Management (4)  
 EMG 1400. Event Planning and Evaluation (4)  
 EMG 2300. Event Operations (4)

**STRATEGIC COMMUNICATION**

ENG 2125. Introduction to Professional and Public Writing (4)  
 STC 1225. Foundations of Strategic Communication (4)  
 STC 3315. Message Development in Public Relations (4)  
 STC 3325. Message Development in Advertising (4)

800 Hours of Field Experience

Students are required to complete a supervised internship and work 800 hours in the hospitality industry to gain valuable on-the-job experiences, build their resumes, and apply what they have learned from their coursework. This includes any work or internship experience post high school. All hours will be vetted by faculty advisor, tracked by faculty advisor, and evaluated by site supervisor. Hours will be due and assessed in the senior level demand and revenue optimization course. If by the end of the course the student hasn't completed the hours, he/she will receive an incomplete for one semester. No more than 400 hours in one position will be counted in the total.

**Requirements for the Minor in Hospitality Management (20 credits)**Required Courses (12 credits)

HSP 1300. First Look: The Experiential Hospitality Industry (4)  
 HSP 3100. Hospitality Budget and Finance (4)  
 HSP 3500. Service Management in the Hospitality Industry (4)

Electives (8 credits)

Select 8 credits from the following list of courses:

HSP 1400. Hospitality Management Operations (4)  
 HSP 2500. Business Technology (4)  
 HSP 3300. The Global Hospitality Experience (4)  
 HSP 3450. Hospitality Law & Ethics (4)  
 HSP 4811. 360 Degree Internship (1-12)  
 PSY 3460. The Global Workplace (4)\*  
 PSY 4460. Group Dynamics and Team Development (4)\*\*  
 STC 3385. Applied Research in Strategic Communication (4)\*\*\*

\*PSY 2000 is a prerequisite for this course.

\*\*PSY 2400 is a prerequisite for this course.

\*\*\*The prerequisite for this course will be waived for Hospitality Management minors.



## Department of Strategic Communication

Mr. John Mims, *Chair*; Dr. Matthew Jenkins; Dr. Brandon Lenoir; Ms. Robin Lindner; Dr. Matthew Ritter; Mr. Robert Stec; Dr. Sarah Vaala.

### Programs of Study

- Advertising, Public Relations, and Strategic Communication (B.A.)
- Social Media and Digital 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 one of the following:

#### B.A. in Advertising, Public Relations, and Strategic Communication

Major Requirements.....	50 credits
University Core Requirements.....	36-44 credits
Electives.....	34-42 credits
TOTAL.....	128 credits

#### B.A. in Social Media and Digital Communication

Major Requirements.....	59 credits
University Core Requirements.....	36-44 credits
Electives.....	25-33 credits
TOTAL.....	128 credits

## Advertising, Public Relations, and 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 strategic communication industries or attend graduate school in a related discipline.

### Requirements for the B.A. in Advertising, Public Relations, and Strategic Communication (50 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 1225. Foundations of Strategic Communication (4)
STC 2260. Agency Practicum (2)
STC 3305. Strategic Message Development for Government and Public Affairs (4)
STC 3315. Strategic Message Development for Public Relations (4)
STC 3325. Strategic Message Development for Advertising (4)
STC 3335. Strategic Message Development for Health Communication (4)
STC 3365. Persuasion and Crisis Analysis (4)
STC 3385. Applied Research in Strategic Communication (4)
SME 4345. Social Media and Analytics (4) <b>or</b> MKT 4100. Social Media Marketing Strategy (4)
STC 4415. Strategic Communication Campaigns (4)

#### Major Electives (10 credits)

Choose 10 credits from the following list of courses:

ART 1050. Fundamentals of Design (4)
ART 3680. Digital Photography (4)
COM 2001. Techniques in Media Production (4)
COM 2204. Media and Popular Culture (4)
EMG 1200. Introduction to Experiential Event Management (4)
EMG 2300. Event Operations (4)
EMG 3200. Experiential Services Marketing and Sponsorship (4)
ENG 2125. Introduction to Professional and Public Writing (4)
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 (2)
MPE 1950. Multi-Camera Production (4)
MPE 2221. Audio Production (4)
MPE 3361. Motion Graphics (4)



COM 3414. Advertising and Consumer Culture (4)  
 SPT 2256. Sport and Communication (4)  
 SPT 3325. Sports Public Relations (4)  
 STC 2265. Practicum in Publicity Methods (2)  
 STC 2881/3881/4881. Special Topics (1-4)  
 STC 3305. Message Development in Government and Public Affairs (2)  
 STC 3315. Strategic Message Development for Public Relations (2)  
 STC 3325. Strategic Message Design for Advertising (2)  
 STC 3335. Message Development in Health Communications (2)  
 STC 4444. Independent Study (1 - 4)  
 STC 4811. Internship (1 - 4)

#### **Requirements for the Minor in Strategic Communication (20 credits)**

COM 1113. Graphic Software Packages (2)  
 ENG 2125. Introduction to Professional and Public Writing (4)  
 STC 1225. Foundations of Strategic Communication (4)

Select 4 credits from the following list of courses:

STC 3305. Strategic Message Development for Government and Public Affairs(4)  
 STC 3315. Strategic Message Development for Public Relations (2)  
 STC 3325. Strategic Message Development for Advertising (4)  
 STC 3335. Strategic Message Development for Health Communication (4)

Select 6 credits from any additional STC course **EXCEPT** STC 2235. Public Relations Techniques.

## **Social Media and Digital Communication Major**

### **Student Learning Outcomes for Social Media and Digital Communication Majors**

Upon completing the Social Media and Digital Communication Program at High Point University, students will:

1. Describe the evolution of social media marketing and identify related ethical issues to communicate its impact on businesses;
2. Identify the major social media marketing portals that can be used to promote a company, brand, product, service or person;
3. Demonstrate advanced critical thinking skills, inclusive of information literacy across a range of print and electronic genres;
4. Understand how to be successful in using social media for marketing, public relations and monetizing products and services in the digital age;
5. Communicate to diverse audiences in a variety of contexts and genres;
6. Demonstrate knowledge about the use of social media and other digital strategies to engage audiences in digital products, businesses, sites and apps;
7. Evaluate social media strategies and product promotion with digital analytics;
8. Assess currently available platforms and tools (such as social networks, mobile apps, microblogging platforms, and sharing technologies) and use these strategically to enhance the efforts of their products or clients;
9. Demonstrate exceptional textual, visual, and verbal communication abilities;
10. Evaluate a company's current situation, isolate social media issues and provide solutions by identifying appropriate social media marketing portals to influence consumer and improve the company's reputation;
11. Create a social media marketing plan and track progress in achieving goals with a variety of measurement tools, services, and metrics.

### **Requirements for the B.A. in Social Media and Digital Communication (59 credits)**

In order to complete the major in Social Media and Digital Communication, students must complete the following requirements.



Communication Core Requirements (39 credits)

COM 1110. Human Communication (4)  
 COM 1450. Media Law and Literacy (2)  
 COM 3414. Advertising and Consumer Culture (4)  
 COM 3450. Media Law and Ethics (2)  
 COM 2001. Techniques in Media Production (4)  
 JOU 2201. Infographics (2)  
 JOU 3323. Copy Editing (4)  
 MPE 2261. Podcasting Workshop (2)  
 SME 4345. Social Media and Analytics (4)  
 SME 4725. Applied Social Media (4)  
 SME 4800. Senior Seminar (1)  
 STC 1225. Foundations of Strategic Communication (4)  
 STC 2260. Agency Practicum (2)

Other Required Courses (16 credits)

ART 2050. Digital Art and Design (4)  
 ART 3680. Digital Photography (4)  
 ENG 2140. Digital Writing for Social Action (4)  
 MKT 4100. Social Media Marketing (4)

Production Elective (4 credits)

Select one course from the following list:

GDS 3550. Art and Design for the Web (4)  
 MPE 1950. Multi-Camera Production (4)  
 MPE 2221. Audio Production (4)  
 MPE 3010. Drone Pilot Certification (4)  
 MPE 3361. Motion Graphics (4)  
 CSC 1210. Web Development I (4)  
 CSC 1610. Introduction to Programming for Data Analytics (4)

200 Hours of Certified Client Work

Students enrolled in the Social Media and Digital Communication major will be required to work with an organization to provide 200 hours of social media management.

**Course Descriptions**

**COM 1050. Media Fellows Colloquium.** This colloquium provides 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 1138. American Media History and Development.** This class is a survey of the broadcast and internet 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 issues of regulations, diversity, speech and privacy as they relate to the broadcasting and internet industries. *Four Credits. [TACXT]*

**COM 1420. Media Writing.** Being an effective communicator starts with being able to write effectively. Media Writing is an introduction to the processes and skills needed to communicate effectively in a variety of media platforms. We will focus on how changing audiences, genres, and purposes guide the decisions we make in creating the most effective writing possible. This kind of work – creating content for organizations, companies, and even individuals – is needed for a successful career in communication. Students will also perfect their grammar and learn industry-standard style guidelines. *Four 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 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 theoretical analysis in both oral and written expression. *Prerequisites: ENG 1102 or ENG 1103, or permission of the instructor. Four credits.*

**COM 2220. Persuasion.** The goal of this course is to provide students with a solid grounding in the theories, principles, strategies, and practices of social influence as they apply to everyday communication contexts, situations, and settings. *Four credits.*

**COM 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.*

**COM 2263. Newspaper Practicum.** Practical application of theory from Communication courses in work for the campus newspaper. *Course is graded Pass/Fail and may be repeated once. 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. *Can be repeated for one credit, up to 3 semesters. One or 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 fore-sisters 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 2364. History of Animation.** This course surveys the history, theory and practice of animation, approaching the subject matter from a variety of perspectives, including chronologically (by tracing its origins before the invention of film to present-day digital techniques), formally (by investigating a wide variety of animation techniques and visual styles), and culturally (by comparing American animation with its global counterparts). *Four credits. [ARTS]*

**COM 2700. Communication Career Workshop.** This course introduces students to the basic tools of professional communication and facilitates their exploration of potential career opportunities. It is designed to better prepare sophomores, juniors, and seniors for internships, entry-level employment, or graduate studies. *Course is graded credit/no credit. One credit.*

**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 or 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 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.*

**COM/SOA/WGS 3334. Media Representations of 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.*

**COM/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.*

**COM/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, video games, etc. We will also examine the work of women in the industry. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*



**COM 3381. Japanese Media and Popular Culture.** This course examines the proliferation of media artifacts from Japan and their distribution into US culture. For people who enjoy Japanese video games, watch anime or read manga, or buy Japanese toys, how do they read the "Japan-ness" of these products? What sort of cultural values or ideas are inherent in these and other products? Why have they become so popular outside of Japan, and how are they perceived within their own indigenous culture? By examining Japanese media and popular culture in an academic context, students will develop a set of critical tools to better understand the complex relationship media and cultural artifacts have within a global society. *Prerequisite: Sophomore standing and ENGL 1103 (or equivalent).* *This course is conducted over 4 weeks in Japan. A valid passport is required for international travel. Four credits.* [EXPLN]

**COM 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.*

**COM 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.*

**COM/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.*

**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 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.*

**COM 4811. Student Internship.** Students will participate in internships related to their major. Students must complete 160 clock hours at the internship site. *Prerequisites: COM 1110 and Junior status. Students must have a 2.3 overall GPA, a 2.5 GPA in major courses, and a minimum of 16 credits in the major, including an advanced-level course. Variable credit and repeatable up to twelve credits.*

**COM 4996. Contemporary Strategic Communication.** Students will learn how to analyze and craft strategic communication messages through both through the spoken and written word. Students will also examine contemporary communication theories and strategies in the venues of leadership and the workplace. Particular attention will be paid to editing strategies and concepts. *Open only to students accepted into the B.A. to M.A. program in communication. Prerequisite: Permission of the Graduate Director and the course instructor. Three credits.*

**COM 4997. Persuasion and Media Effects.** The primary goals of this course are to examine major theoretical perspectives and empirical evidence about what convinces an audience to take action after processing a message and how media influence what people think about. Special attention will be paid to how people underestimate the effect of persuasion and media on themselves. Students will analyze and evaluate 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.*

**EMG 1200. Introduction to Experiential 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: Freshman, Sophomore, or Junior status, or permission of the instructor. 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) the understanding and implementation of event planning models; (2) types of evaluation; and (3) evaluation methods. 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 2010. Meeting, Conference Planning, & Special Events.** This course specifically addresses the meetings and conference planning industry, which has long been recognized as a major market sector in the tourism and hospitality industry. The course will provide students with a comprehensive understanding of the complex and diverse nature of the meetings industry by addressing aspects that include, but are not limited to strategic meeting management, accommodation management, destination marketing, technical services, food and beverage considerations, technology, and the globalization and culture of the meetings market. *Two credits.*

**EMG 2020. Fairs and Festivals.** This course explores the rich history and unique culture of fairs and festivals. Large-scale public events require a specific set of skills that will be reviewed in this class. Students will learn about the challenges of and solutions for working in the public and non-profit event sectors with a special focus on fairs and festivals. Throughout the course the link between various local and global cultures, communities,

identities and lifestyle narratives as they are both constructed and experienced in the festival context will be investigated. *Students may choose to take this course either as a traditional semester offering or as a study abroad course. Two credits. [EXPLN]*

**EMG 2200. Networking and Professional Development in Event Management.** This intensive class will help event management students map out a strategy for a successful career within the event industry. Specifically, students will develop strong networking skill sets and abilities by emphasizing written, oral, and interpersonal/group communication with a focus on professionalism and presentation skills. Students will discover the importance of building relationships as well as the use of mentors, colleagues, and associations. 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. *Prerequisites: EMG 1200 and EMG 1400. Two 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- or 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. Opportunities for experiential fieldwork in on- and off-campus events will be an element of the course. *Prerequisites: EMG 1200 and EMG 1400. Four credits.*



**EMG 2400. Event Financial Resources Management.** 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. Students will gain hands-on experience using Excel and other software programs to create event budgets. Students will also participate in an experiential fundraising by devising unique revenue generation concepts specific to events and investigate economic impact study opportunities. *Prerequisites: EMG 1200 and EMG 1400. Four credits.*

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

**EMG 3200. Experiential Services 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. *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. *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. In particular, 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. *Four credits. [DVSTY]*

**EMG 3600. Management of Risk and Legal Issues in Events.** This course explores principles of risk management, ethical leadership analysis, and basic legal principles governing the event industry and management of special events, festivals, meetings, conventions, and exhibitions. This course covers the functions of the law, legal environment, legal reasoning, and legal issues within the event industry. Students will examine risk and ethical issues as they relate to legal reasoning regarding contracts and contract concepts, torts, property rights law, insurable risks and liability issues, and the impact of law on the economic enterprise in the event industry. The overall objective is to enable future event professionals with the knowledge and skills to recognize, analyze, and evaluate risk and legal issues for the purpose of making and articulating appropriate decisions in the event industry. *Prerequisite: EMG 2300. Four credits.*

**EMG 4300. Principles of Event Experience Design.** This course provides an introductory but comprehensive overview of the methods and strategies of experience design, program planning, scheduling, theme creation, innovation, execution, and evaluation in experience industry settings. The interrelationship between built and natural environments with structured and co-created experiences will be emphasized. Through the examination of the conceptual and creative applications of design, students will learn vital components of event design and production that are the most challenging but the most rewarding in creating a better overall event experience. *Prerequisites: EMG 2300 and Senior standing. 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.** Students will participate in an internship related to event management. To be eligible, students must have a 2.3 overall GPA and a minimum of 16 credits completed in the Event Management major, including an introductory course in EMG and an advanced EMG course. The student must complete 160 clock hours at the site. If a student does not have the required GPA, he/she must take a course from the list of approved electives provided by the EMG program. *Prerequisites: EMG 1200 and EMG 2300. Variable credit and repeatable up to twelve 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 and indie game companies, board and 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 1111. AAA Game Development Tools.** Introduction to the digital technologies employed by the AAA game design and development companies to design, edit, store, and deliver content and assets to coworkers and end-users. This course provides an introduction to graphic and audio software packages, and AAA game engines. Students begin a digital portfolio. *Four credits.*

**GAM 1112. Indie Game Development Tools.** This course will teach some of the tools and technologies employed by independent game design and development companies to design, create, edit, store, and deliver content and assets to coworkers and end-users. Students create projects and submit to their digital portfolio. The featured tools taught in the class will change each semester, so it is repeatable for credit. Students should be careful not to repeat the same topic, and instead take a section that focuses on a different group of tools. *Four credits.*

**GAM 2222. Games and Society.** This course 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 theater to the study of games are also examined. Students will also gain extensive experience with and be exposed to close readings of canonical games. Students will create a series of original games. *Four credits.*

**GAM 2262. Video Practicum.** Practical application of theory from Communication courses in work for University and department video production projects. *Prerequisite: COM 2001. This course is graded on a Pass/Fail basis and may be repeated once for credit. Two credits.*

**GAM 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. *Prerequisite: COM 2252 or permission of the instructor. Course is graded on a Pass/Fail basis and may be repeated once for credit. 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, 4881. Special Topics.** *May be repeated. Variable credit.*

**GAM 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 3302. Narrative and Interactive Fiction.** Examines the role of story in the theory, design, and scripting of games. Attention is placed on balancing story design with interactivity. Literary narrative techniques and visual storytelling devices are also examined. Students will craft interactive narratives using game-making tools. *Four credits.*

**GAM 3312. Principles and Practices of Interactivity.** Examines forms of interactivity in games and other media. Typologies of interaction and forms of interaction both on and off screen will be explored. Students will gain first-hand experience using, manipulating, and modifying various games and interactive media. *Prerequisite: GAM 2252. Four credits.*

**GAM 3332. Animation for Video Games.** Students will learn the basics of creating animations for use of video games and will learn technical skills in creating animations. Principles of animation will be discussed, and the course will explore how animation works in the context of video games. Additionally, students will develop an understanding of animation in the games industry and develop presentation and pitching skills. *Four credits.*

**GAM 3333. Meaningful Game Design Studio.** Students will work with a client to design and develop a video game or interactive media to help promote or communicate the client's message or agenda. Students will meet with a client to understand a complex problem, research the problem systematically

through academic research and site visits with appropriate community members, and design an engaging game or interactive media experience to meet the client's needs. No prior knowledge of game design or development is necessary or expected. *This course includes a substantive Service Learning portion in cooperation with the local community. Students will complete a minimum of 25 hours of service with a community partner, and thus must be available during selected hours at off-campus locations. Four credits. [EXPLN]*

**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. *Prerequisites: GAM 1111 and 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 development software and scripting language. *Prerequisite: GAM 2252. Four credits.*

**GAM 3372. Games and Identity.** This course examines the intersections of gender, race, culture, ethnicity, and sexuality with video game 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. [DVSTY]*

**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 3811. Game-Based Travel Study.** *Instructor approval required. Four credits.*

**GAM 4412. Digital Game Prototyping.** Students learn to make prototypes for digital games using digital and analog methods. The process of game testing and the role of prototyping in the game development process are examined. Students will learn rapid prototyping skills using a variety of digital development tools. *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 Design sequence. In teams, students will work across and outside of typical production roles in order to design, prototype, iterate, and ship a digital game. *Prerequisites: Senior standing and GAM 3352. Four credits.*

**GAM 4493. Game Publishing, Promotion, and Portfolio.** Students will work collaboratively to refine a game from a playable prototype through to publishing on a publicly available hosting site. Students will learn and use best practices for building and maintaining a public-facing website and developing content to help promote and support their game. Students will also develop oral or poster presentations to present in their area of expertise. Lastly, students will learn how to frame and present themselves through their game design portfolio, professional social media profiles, and resumes. *Prerequisite: GAM 4492. 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 Design courses, and a minimum of 16 credits from the Game 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 Design courses, and a minimum of 16 credits from the Game Design major, including an introductory course in GAM and an advanced level GAM course. The student must complete 80 clock hours at the site. *Prerequisites: GAM 4811 and consent of instructor. Two credits.*

**HSP 1300. First Look: The Experiential Hospitality Industry.** This course explores the hospitality and tourism industry through the lens of a learner’s professional development profile and early career interests. Following the completion of a confidential online career profile exercise, the course explores industry segments including hotel and resorts, theme parks, cruise, health and wellness, clubs, food and beverage, recreation, and travel services. *Four credits.*

**HSP 1400. Hospitality Management Operations.** This course focuses on the operational practices utilized in the management of hospitality properties. The objective of the course is for the student to become familiar with the current principles and management practices of hospitality properties. The focus will be specifically on the operations of the front desk in conjunction with other operating departments, such as housekeeping, reservations, bell desk/valet, and food beverage outlets. Integration with the sales/marketing, food and beverage, accounting, engineering, and human resource departments of the property will be discussed. *Four credits.*

**HSP 2550. Human Resources Management.** A study of the fundamental principles, practices, and critical issues of Human Resource Management (HRM) within hospitality environments. HRM is a fundamental element of the competitiveness, effectiveness, and sustainability of any organization, as it influences selection, placement, training, compensation, motivation, and performance appraisals of organizing members. 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, and performance assessment. Also included are labor relations and government regulations specific to the hospitality industry, diversity, safety, ethics, and other relevant topics and research applicable to the field of human resources. *Four credits.*

**HSP 3100. Hospitality Budget and Finance.** This course overviews how numbers and metrics used to conceive, design, monitor, and drive positive business results. Learner teams enter a competitive market using financial statements and accounting techniques to target business priorities, manage those priorities, and partner with ownership priorities, all in a real-to-life, real-time, online, hospitality business simulation. Teams learn how to prepare and deliver management presentations to financial institutions, owners, senior management, and colleagues. *Prerequisite: HSP 1300. Four credits.*

**HSP 3300. The Global Hospitality Experience.** An in-depth review of the hospitality industry from a global perspective, this course will introduce students to cultural intelligence and managing with a global mindset. The hospitality industry exists in a global space and leaders need to understand other cultures and how to lead within a diverse environment. Leaders must understand how to interact with guests from a variety of cultures, as well as manage a workforce that is increasingly diverse. Major topics include navigating cultural differences both at home and abroad, managing workforces, protocol, and etiquette. This course will also include an in-depth comparison of hospitality management theory and leadership differences in different cultures. *This course is offered as a 16-week class at High Point University and as a 4-week study abroad option. Four credits.*  
**[EXPLN]**

**HSP 3500. Service Management in the Hospitality Industry.** This course explores service management in a service-producing organization versus a goods-producing organization. Understanding the service experience and how to manage an organization and the staff within these organizations is integral to a hospitality manager’s development. Managers are evaluated not only on their ability to produce a financially successful product, but also on the enthusiasm of their employees and the overall guest satisfaction. This course brings together marketing, technology, service providers, and strategic planning to develop a company’s competitive advantage. *Four credits.*

**HSP 3450. Hospitality Law and Ethics.** Providing a study of U.S. law regarding business, this course covers topics such as the American legal and regulatory system, contracts, torts, product liability, forms of business ownership, commercial dispute resolution, and duty-of-care, as well as laws and regulations for the Equal Employment Opportunity Commission, affirmative action, performance appraisal, and discrimination in the workplace. The course emphasizes a managerial approach to solving or avoiding potential problems such as wrongful termination, compensation rules, sexual harassment, and privacy in the workplace. *Prerequisite: HSP 1300. Four credits.*

**HSP 4500. Hospitality Management Capstone.** In this capstone course, learners integrate previous course work into a real-to-life market and business simulation requiring creativity, market analytics, feasibility, strategic planning, and management execution. Following a market study, strategy formation, SWOT analysis, hotel product design, and financial feasibility study, teams will compete for business results using the world’s leading hospitality revenue management simulation. Successful passing of this course includes confirmation of at least 800 hours of work in the hospitality field. *Prerequisite: Senior Standing. Four credits.*

**HSP 4811. 360 Degree Internship.** This is a work-based learning course which enables students to develop practical skills, relate theory to practice and to gain a sound base of industrial experience by working – on a paid or voluntary basis – for a range of organizations within the hospitality industry. In addition, this course seeks to develop ‘employability skills’ to



assist students in progressing towards a career in hospitality. *Prerequisite: 60 credit hours completed. Variable credit and repeatable up to twelve 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 2243. Reporting and Writing Across Platforms.** This 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, and 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 slide-shows; audio and video editing. *Prerequisite: JOU 2243. Two credits.*

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

**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 in-vestigative 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 news 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 firsthand 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 3331. Four 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 or ENG 2140. Four credits.*



**JOU 3331. Video Journalism Reporting.** This class builds on the technical and creative video production techniques taught in MPE 1950 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. Two credits.*

**JOU 4000. Q News Network.** Practical application of theory from Journalism courses to work for the student television newscast. *Prerequisite: JOU 2243. Four credits.*

**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 1950. 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. *Four credits.*

**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 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.*

**MPE 2261. Podcasting Workshop.** This course will introduce students to the technology and professional practices of podcasting. Students will learn technical skills and programming principles associated with the development, production, and distribution of audio and video podcasts. Special emphasis

will be placed on program development, marketing, audience engagement, and monetizing of podcast content. *Course is graded Pass/Fail. Two credits.*

**MPE 2262. Video Production Agency.** Practical application of theory from Communication courses in work for University and de-partment video production projects. *Course is graded Pass/Fail. Course may be repeated once. Prerequisite: COM 2001 and either MPE 1950 or MPE 2011. Two 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 post-production editing. Emphasis will be placed on story structure, sound design, editing effects/compositing, and color correction. *Prerequisites: COM 2001 and MPE 3311. Two credits.*

**MPE 3002. Cinematography and Lighting.** 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. *Prerequisites: COM 2001 and MPE 3311. Four credits.*

**MPE 3003. Advanced Multi-Camera Production and Directing.** This course will build on the production skills developed in MPE 1950. Students will expand their skills by planning and executing a variety of challenging production scenarios. They will expand their knowledge and capabilities in real-time graphics, remote production scenarios, and multi-camera editing. Students will explore the role of the director as the visual architect of a multi-camera production following the director's process from preproduction through post-production. The course will also include topics such as working with actors, talent and camera blocking, and script analysis. *Prerequisite: MPE 1950. Four credits.*

**MPE 3010. Drone Pilot Certification.** Aerial photos and video that were once taken from a helicopter are now being done by small, unmanned aerial systems (sUAS) – commonly called drones. This course will introduce students to different drone systems and teach students how to safely operate an sUAS. During the course of the semester, students will learn the material needed to pass the Federal Aviation Administration's sUAS license test, which will be taken at the conclusion of the class. In addition, students will learn the basics of using single-operator drones for aerial videography. *Four credits.*

**MPE 3011. Drone Production Workshop.** This course will expand the flight and production skills covered in MPE 3010 Introduction to Drone Production. Students will explore advanced dual-operator drone systems, which include a pilot and camera operator working in tandem. Emphasis will be placed on developing the technical and creative camera techniques necessary to capture cinema-caliber footage. Students will integrate post-production lens/color correction to enhance their footage. *Prerequisites: MPE 3010 and FAA Part 107 Remote Pilot Certification. Two credits.*

**MPE 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: COM 2231 or permission of the instructor. Four credits.*

**MPE 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, COM 2231. Four credits.*

**MPE 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.*

**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 1113, MPE 1361, or ART 1150. Four credits.*

**MPE 3500. Production Planning and Finance.** This course will focus on the role of the producer in media production. Students will explore how the producer assembles a production team and coordinates the personnel and resources needed to mount a successful production. Students will also examine the business responsibilities of the producer, including budgeting, contract negotiation, and acquisition of funding sources. *Prerequisites: COM 2001, MPE 3311, and either MPE 1950 or MPE 2011, or permission of the instructor. 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 3311 and either MPE 1950 or MPE 2011. 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 3361 (Motion

Graphics) to create increasingly sophisticated and technically complex motion graphics for use in motion pictures, broadcast media and the web. *Prerequisite: MPE 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: COM 2001, MPE 3500, and either MPE 1950 or MPE 2011. 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. Four credits.*

**MPE 4811. Internship in Media Production and 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 80 clock hours at the site. *Prerequisite: Junior standing. One to two credits.*

**POP 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. *Prerequisites: COM 1112, 1113 and COM 2204 or COM 2234 or permission of instructor. Course is graded on a Pass/Fail basis. Course may be repeated once. Two 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. *One to 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 permission of the 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.*

**SME 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. *Prerequisites: STC 1225 or MKT 2110 and Junior standing. Four credits.*

**SME 4725. 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 turnkey campaign. Teams of students work under the supervision of a faculty member. *Prerequisites: SME 4345, MKT 4100, and Social Media and Digital Communication Major or Social Media Marketing Minor. Four credits.*

**SME 4800. Senior Seminar in Social Media and Digital Communication.** This course should be taken during a Social Media and Digital Communication major's senior year after they have completed or are in the final stages of completing their required social media work hours. This course will serve as a review of student experiences in social media and digital communication and will provide them with insight into an exciting career. *This course is for BA.SMDC majors only and is graded Pass/Fail. One credit.*

**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, intercollegiate, 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. Organizational Behavior in Sport Organizations.** 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 of 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-a-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 4200. Sports Executive Boardroom Experience.** 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. *Prerequisites: SMG majors only with senior standing, or by permission of the 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 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. If a student does not have the required GPA, he/she must take a course from the list of approved electives provided by the Department of Sport Management. *Prerequisites: SMG 1010 and Junior standing. Variable credit and repeatable up to twelve credits.*

**SPT 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: JOU 2243. Four credits.*

**SPT 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.*

**SPT 2269. Sports Announcing Practicum.** Students will learn the fundamentals of sports announcing including play-by-play of live sporting events, sports talk shows, sports anchoring, and sports interviewing. Students will learn how to prepare for their announcing assignments by doing research, developing game notes and charts, incorporating anecdotal material, and using statistics and data. Students will also learn announcing techniques such as vocal control, tone, pacing, and the proper care of their voice. *Course is graded Pass/Fail. Two credits.*

**SPT 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 JOU 2243, or by permission of the instructor. Four credits.*

**SPT 3325. Sports Public Relations.** This course will focus on the foundations of sports public relations, including the history, theories and ethics of sports PR. We will also examine the sports public relations process (research/evaluation, planning, tactics, execution), and sports public relations practice, including writing/presentation, campaigns, crisis communication, and legal issues. *Four credits.*

**SPT 3342. 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 credits.*

**SPT 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 media, including print, audio, video, and online-based systems. *Prerequisites: COM 1112 and COM 1113, JOU 2243, SPT 2246, or permission of the instructor. Four credits.*

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

**STC 1225. Foundations of Strategic Communication.** This course introduces students to the field of strategic communication and draws on traditional areas such as public relations and advertising as well as some of the emerging internet-based communication technologies. Strategic communication consists of those communication tactics and strategies that are intended to help an organization or client accomplish its mission and goals. *Four credits.*

**STC 2235. Public Relations Techniques.** This course introduces students to the role public relations plays in helping non-profit organizations achieve their goals. Emphasis is placed on the execution of various public relations tactics commonly used by non-profit organizations. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

**STC 2260. 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 of social media to video production to graphic design and more. *Prerequisite: STC 1225 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 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 1225 or COM 2235. Two credits.*

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

**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 and STC 1225. Four credits.*

**STC 3315. Strategic Message Development for Public Relations.** This course introduces students to the development of written messages communicated through various public relations discourse forms. Students learn how to craft messages, analyze diverse audiences, and choose effective channels to deliver those messages. *Prerequisites: COM 1113 and STC 1225. Four 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 and STC 1225. Four 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 and STC 1225. Four 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: STC 1225. 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 1225. Four credits.*

**STC 3385. Applied Research in Strategic Communication.** 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 and junior standing. Service Learning sections are available. Four credits.*

**STC/GBS 3480. International Strategic Communication.** This course is a comparative study of mass communication between the United States and a different country. Students will explore similarities and differences in public relations, advertising, health communication and political communication and how that affects not only communication tactics in the local economy but also how it affects the global economy. *Prerequisites: STC 1225 or MKT 2110. Four credits.*

**STC 4415. Strategic Communication Campaigns.** This capstone course requires students to apply their knowledge of strategic communication research, planning, strategies, and

tactics to a client's problem or opportunity by creating a turn-key campaign. Teams of students work under the supervision of a faculty member. *Prerequisites: COM 3365, STC 3385, and either STC 3305, STC 3315, or STC 3335. Four credits.*

**STC 4416. Bateman Competition Team.** The Bateman Case Study Competition is PRSSA's premier national case study competition for communication students and gives them an opportunity to apply classroom education and internship experiences to create and implement a full communication campaign. 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. *Admittance to this course is by invitation only and is open to five students selected by the faculty in the School of Communication. The topic for the competition is announced by PRSSA prior to fall semester each year. The course follows the timeline for the competition, and therefore, some work will be required in the fall. 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 4811. Advertising, Public Relations, and Strategic Communication Internship.** Students will participate in internships related to Advertising, Public Relations and Strategic Communication and have a 2.3 overall GPA, a 2.5 GPA in STC courses, and a minimum of 16 credits from the STC major, including an introductory course in STC and an advanced-level STC course. Students must complete 40 clock hours at the internship site for every hour of course credit. *Prerequisites: COM 1110 and Junior Status. Course may be repeated. Variable Credit.*



# THE WORKMAN School of Dental Medicine

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The professional and industrial landscape of dentistry is changing rapidly. Tomorrow's oral health care provider must be equipped to work in an integrated care environment and address the changing needs of tomorrow's patients. That is why the High Point University Workman School of Dental Medicine is committed to preparing learners for the future of dental medicine. To accomplish this task, we are developing the Clinician-Advocate-Researcher-Entrepreneur (CARE) Curriculum and the HPU Oral Health Network, which will provide opportunities for learners to grow pertinent life skills critical for success.

The HPU Care Curriculum includes an intentionally designed learner experience that will lead the country in innovative, evidence-based approaches that immerse learners in authentic practice environments within their first semester. The curriculum is fully integrated, ensuring content is interleaved and explicitly connected to demonstrate how the knowledge and skills facilitate optimal patient care. In addition, the curriculum leverages state-of-the-art high-fidelity technology as well as haptic simulation, which is a combination of virtual and augmented reality. Graduates will emerge as practice-ready oral healthcare providers who can fulfill four key roles:

- **Clinician** – a knowledgeable and skillful provider of high-quality and safe patient-centered care.
- **Advocate** – a positive influencer of health for diverse patient populations and communities
- **Researcher** – a scholar committed to continuous learning necessary for practice and development
- **Entrepreneur** – an innovator who contributes to exceptional and novel service experiences

The HPU Oral Health Network provides the essential experiential learning environment to continue skill development while providing primary and specialty care to the Triad communities. This practice model embeds learners into real-world healthcare settings such as community colleges, federal qualified health clinics, and community-based practices where they receive comprehensive exposure to team-based care. With hands-on experiences across all aspects of dental medicine, learners will understand the importance of patient-centered care and communication. This one-of-a-kind network offers distinct advantages for our patients, learners, and team members, such as:

- Full integration with healthcare systems using the EPIC electronic health record to facilitate seamless transitions of care
- State-of-the-art technology and artificial intelligence that will support robust training and quality improvement initiatives
- Immersive and authentic learning practice environments that will comprise almost 50% of our doctoral curriculum
- Evidence-based treatment guidelines and value-based evaluations for consistency across practice settings

Graduates of the Workman School of Dental Medicine will not only be prepared for the future of dental medicine, but they will also determine what the future will be. The CARE curriculum and HPU Oral Health Network will facilitate life skill development that embodies our mission to put the people who need our care at the center of everything we do as we discover, develop, and deliver better health. In the process, we strive to create a community of learners, faculty, and team members who value innovation, creativity, collaboration, teamwork, integrity, trust, leadership, and learning.



A handwritten signature in black ink, appearing to read 'Scott S. De Rossi'.

Scott S. De Rossi, D.M.D.

Dean of the Workman School of Dental Medicine

## THE WORKMAN SCHOOL OF DENTAL MEDICINE

Dr. Scott De Rossi, *Dean*; Dr. Kevin Cain, *Senior Associate Dean for Administration and Finance*; Dr. Kristen Ackerman, *Assistant Dean for Inquiry and Chief Discovery Officer*; Dr. Muhammad Ali Shazib, *Assistant Dean for Clinical Operations and Hospital Affairs*; Dr. Michael Wolcott, *Assistant Dean for Curriculum Innovation and Assessment*; Ms. Kimberly Werth, *Assistant Dean for Student and Professional Success*; Dr. Santiya Bell; Dr. Logan Books; Ms. Jamie Burgess-Flowers; Dr. Jazmin Cromartie; Dr. Benjamin Dyer; Dr. Sonya Kalim; Dr. Maria Khan; Dr. Jason Macik; Dr. Shaiba Sandhu; Dr. Ricardo Walter.

The Workman School of Dental Medicine has developed an authentic and integrated curriculum that relies on evidence-based practices to ensure optimal learning and application of those skills to the expected challenges in practice. The structure includes a single, semester-long courses with regular checkpoints and milestones to monitor learner progress and provide additional support. In addition, learners will participate in experiential rotations and immersive learning environments that they will be able to tailor to their individual interests to create a truly unique journey.

### Vision Statement

To discover, develop, and deliver better health.

### Mission Statement

Putting the people who need our care at the center of everything we do.

### Educational Philosophy

The CARE Curriculum is built on a learner-centered ideology that emphasizes supporting progressive individual growth through learning, conducted in authentic environments, facilitated by educators who integrate knowledge and skills that help them accomplish practice tasks. This philosophy guided the design of an authentic curriculum that prepares learners for the workplace, including:

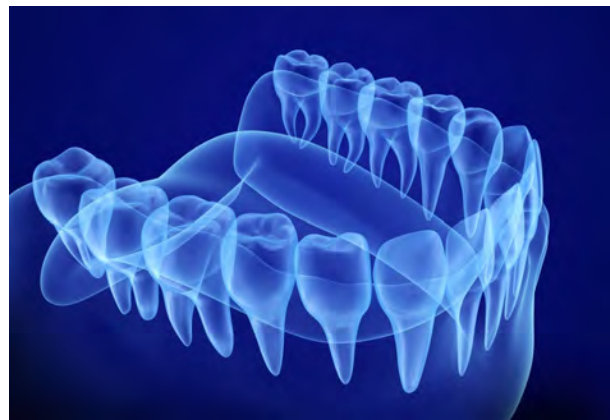
- *Outcomes-based education* that clearly defines expectations at critical stages in the learning process with the appropriate support to help learners through their trajectory.
- *Relevance* of fully integrated, contemporary content that incorporates advances in science and technology with a person at the center of every example
- *Educational strategies* that are evidence-based, may enhance growth, autonomy, and retention, and that prioritize experiential learning opportunities early and frequently.

- *Just-in-time* learning that shifts away from just-in-case learning (i.e., every possible topic) to prepare learners to ask questions, identify sources of information, and evaluate answers.
- *Authentic assessment* that monitors growth from admissions to alumnus while generating evidence to demonstrate how learners apply their skills to genuine practice challenges.
- *Learner admission selection* that holistically evaluates candidates beyond their academic credentials and values diversity in knowledge, experience, and attributes.
- *Social accountability* to enhance the community within and surrounding the institution to promote belonging, wellbeing, safety, and health.

### CARE Curriculum

The CARE Curriculum can be organized into four key phases that describe the learning journey. Learners who complete all CARE phases are determined to be practice-ready and to Provide CARE as they emerge as new oral healthcare providers. The phases include:

- *Prerequisite Phase* during admissions when candidates illustrate their strengths and opportunities for growth as they demonstrate their capacity to learn and serve.
- *Prepare Phase* in the first six weeks to establish goals and expectations for learning, which concludes with the CARE Pledge that outlines their commitment to person-centered care.
- *Practice Phase* when learners apply integrated knowledge and skills to practice-based experiences through problem-based learning and simulated and genuine patient encounters.
- *Personalize Phase* for the opportunity to explore professional interests and tailor their learning experience to individual aspirations.





**Program Requirements**

The admissions model of the Workman School of Dental Medicine is designed to help create a culture that represents our core values. Each applicant has a distinctive story that describes their knowledge, experiences, and attributes they will bring to their learning journey. We seek candidates with diverse backgrounds, unique experiences, and extraordinary aspirations who are prepared for an immersive, self-directed, and patient-centered learning journey that is unlike any other.

While a foundation in science is desirable for dental school, well-prepared candidates also possess knowledge in humanities, social science, and the arts. The ideal candidate for the Workman School of Dental Medicine is a learner who has a demonstrated background of diverse knowledge and experiences that embody the CARE roles. Candidates who are

on target to receive a Bachelor of Science degree or Bachelor of Arts degree—in any field—will be preferred.

In addition, we give preference to applicants who demonstrate a commitment to excellence and leadership through extracurricular activities and community service. This may include exposure to research experiences, completing immersive learning experiences, in-person observation or online review of dental procedures, and attending dental related informational programs.

*High Point University Workman School of Dental Medicine's Doctor of Medicine in Dentistry (DMD) program is currently under consideration for accreditation by the Commission on Dental Accreditation (CODA), 211 East Chicago Avenue, Chicago, Illinois 60611. 1-800-232-6108. Website: <https://coda.ada.org/en>.*

**Prerequisite (PRE) Phase**

- Illustrate individual strengths, contributions, and opportunities for growth
- Connect previous knowledge, skills, and experiences to anticipated learning
- Demonstrate a capacity and motivation to learn and serve



**Prepare (PEP) Phase**

- Establish goals and expectations for learning and engagement
- Build foundational oral healthcare terminology, knowledge, and skills
- Foster a community for learning, growth, and belonging



**Practice (PCT) Phase**

- Apply person-centered care as part of clinical practice
- Integrate scientific knowledge to facilitate effective decision making
- Develop psychomotor skills and clinical techniques



**Personalize (PRN) Phase**

- Explore professional interests through unique learning opportunities
- Create an individualized program of learning
- Form a professional identity oriented towards advancing practice





SCHOOL OF EDUCATION



# THE STOUT School of Education

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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 21<sup>st</sup> 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 2019 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 "Amy Holcombe". The signature is written in a cursive, flowing style.

Amy A. Holcombe, Ph.D.  
Dean of the Stout School of Education



"Education is not the filling of a pail, but the lighting of a fire."

— W.B. Yeats

## THE STOUT SCHOOL OF EDUCATION

Dr. Amy Holcombe, *Dean*; Dr. Claire Lambert, *Associate Dean*; Dr. Leslie Cavendish, *Chair, Department of Educator Preparation*; Dr. Dustin Johnson, *Chair, Department of Leadership Studies*; Dr. Tawannah Allen; Dr. Holli Bayonas; Dr. Dearing Blankmann; Dr. Doris Brown; Dr. Kathryn Field; Dr. Melissa Glover; Dr. Tina Johnson; Dr. Darcy Kemp; Dr. Rick Overstreet; Ms. Teresa Owens; Dr. Tara Shollenberger; Dr. Tracey Simpson-Gardner; Dr. Heidi Summey; Dr. Hilary Tanck; Ms. Rosie Tarara; Dr. Jordan Widelock; Ms. Kimberly Wilson.

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 21<sup>st</sup> century professionals.
2. To facilitate the the Educator Preparation candidate's acquisition of the 21<sup>st</sup> 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 21<sup>st</sup> century content in a 21<sup>st</sup> century context with 21<sup>st</sup> 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 seeks to prepare teacher candidates in the 21<sup>st</sup> century who possess knowledge of the learner which in turn leads to the facilitation of the 21<sup>st</sup> 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 has 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.



To be retained in the program, a student must:

- 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;
- 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;
- Attain a GPA of 3.00 at the completion of the degree program or Educator Preparation Program;
- 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*; Dr. Dearing Blankmann; Dr. Doris Brown; Dr. Kathryn Field; Dr. Claire Lambert; Dr. Rick Overstreet; Ms. Teresa Owens; Dr. Tracey Simpson-Gardner; Dr. Heidi Summey; Dr. Hilary Tanck; Ms. Rosie Tarara; Dr. Jordan Widelock; Ms. Kimberly Wilson.

### 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.)
  - Discipline Specializations:
    - General Curriculum (K-12)
    - Adapted Curriculum (K-12)
- 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.....	36-44 credits
Electives.....	14-22 credits
<b>TOTAL.....</b>	<b>128 credits</b>

#### B.A. in Middle Grades Education

Major Requirements.....	56-60 credits
University Core Requirements.....	36-44 credits
Electives.....	24-36 credits
<b>TOTAL.....</b>	<b>128 credits</b>

#### B.A. in Special Education—General Curriculum

Major Requirements.....	61 credits
University Core Requirements.....	36-44 credits
Electives.....	23-31 credits
<b>TOTAL.....</b>	<b>128 credits</b>

#### B.A. in Special Education—Adapted Curriculum

Major Requirements.....	61 credits
University Core Requirements.....	36-44 credits
Electives.....	23-31 credits
<b>TOTAL.....</b>	<b>128 credits</b>

#### B.A. in Health and Physical Education

Major Requirements.....	72 credits
University Core Requirements.....	36-44 credits
Electives.....	12-20 credits
<b>TOTAL.....</b>	<b>128 credits</b>



## 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 21<sup>st</sup> 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. Educational Psychology (4)\*
- EDU 2200. Critical Perspectives on Teaching and Learning (4)\*
- EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models (4)
- EDU 3110. Educational Technology for Teachers (2)
- EDU 3130. Methods of Teaching Foundational Literacy (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. Analyzing and Evaluating K–12 Assessment Data (2)
- EDU 4200. Diverse Learners and Culturally Relevant Pedagogy (4)
- EDU 4231. Seminar in Classroom Management for K– 6 Classrooms (2)
- EDU 4233. Integrated Principles of Math and Science (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 I (1)
- EDU 4112. Independent Study (Required for students officially submitting their edTPA Portfolios. (4)
- EDU 4230. Student Teaching Continuation (6)



Supporting Courses**Mathematics**

Two mathematics courses:

1. One course to meet the mathematics University Core Requirement at placement (MTH 1110 or higher) (4)
2. Second Mathematics Course. Recommended options include MTH 1130. Finite Mathematics (4), MTH 2010. Mathematical Ideas (4), MTH 1400. Pre-Calculus (4), MTH 1410. Calculus I (4), or STS 2020. Introduction to Statistics (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)

**\*IMPORTANT NOTE: Students should consult with their advisor about scheduling supporting courses in such a way that they do not overlap with their General Education Requirements.**



## 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 four 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> Century Systems (3)

"A teacher affects eternity; he can never tell where his influence stops."

—Henry Adams

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## Middle Grades Education Major

### Student Learning Outcomes

Upon completing the Middle Grades Education Program at High Point University, students will:

1. Possess requisite knowledge of, and be able to apply, theories, concepts, and research related to young adolescent development to support student learning;
2. Possess an understanding of the philosophical foundations of a developmentally responsive middle school program to support adolescent development;
3. Be able to develop and apply lessons based on the North Carolina Essential Standards and North Carolina Standard Course of Study in the content areas of mathematics, language arts, science, or social studies.

### Requirements for the B.A. in Middle Grades Education (56 - 60 credits)

In addition to Professional Education Courses, students must select one discipline specialization. Students seeking recommendation for licensure in North Carolina must complete the designated licensure coursework. Students not seeking recommendation for licensure in North Carolina must complete the non-licensure coursework.

Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

#### PROFESSIONAL EDUCATION COURSES (36 credits)

- EDU 1200. Introduction to Teaching (2)\*
- EDU 2100. Educational Psychology (4)\*
- EDU 2200. Critical Perspectives on Teaching and Learning (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 4166. Analyzing and Evaluating K-12 Assessment Data (2)
- EDU 4200. Diverse Learners and Culturally Relevant Pedagogy (4)
- EDU 4280. Discipline & Classroom Management Issues for Middle/Secondary Teachers (2)

\*These courses are prerequisites for admission to the Educator Preparation Program.

#### LICENSURE COURSEWORK (17 credits)

- EDU 4000. Investigation of Teacher Performance Assessment (1)
- EDU 4112. Independent Study Preparation and Support in edTPA (4)
- EDU 4154. Introduction to Student Teaching (4)
- EDU 4250. Student Teaching Continuation (8)

or

#### NON-LICENSURE COURSEWORK (4 credits)

- EDU 4275. Internship in Education (4)

#### DISCIPLINE SPECIALIZATIONS

##### English Language Arts (24 credits)

- EDU 3251. Literature for Young Adults (4)
- EDU 4160. Methods of Teaching Secondary and Middle Grades English (4)
- ENG 2200. The Literary Imagination (4)
- ENG 3115. Style (4)

Select one course from the following list:

- ENG 2125. Introduction to Professional and Public 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/GBS 2298. Women Writing Worldwide (4)
- ENG/GBS 3299. Other Americas (4)
- ENG 3920. World Literatures (4)

##### Social Studies (20 credits)

- EDU 4163. Methods of Teaching Middle Grades and Secondary Social Studies (4)
- HST 2901. Historiography (4)

- Choose one 1000 level HST course (4)\*
- Choose one 2000 level HST course (4)\*
- Choose one 3000 level HST course (4)\*

Select one course from the following list:

- HST 3901. History Detectives (4)
- HST 3902. A Lens on History (4)
- HST 3903. Public History (4)
- HST 3904. Oral History (4)

\*These courses should be centered on two different geographical regions.

Mathematics (24 credits)

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) **or** STS 2610. Business Statistics and Analysis (4) **or** STS 2910. Introduction to Statistical Analysis (4)

Science (24 credits)

BIO 1110. Biology: A Human Perspective (4)  
 CHM 1000. An Introduction to the Molecular World (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 21<sup>st</sup> 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 (61 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. Educational Psychology (4)\*  
 EDU 2200. Critical Perspectives on Teaching and Learning (4)\*  
 EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models (4)  
 EDU 3110. Educational Technology for Teachers (2)  
 EDU 3130. Methods of Teaching Foundational Literacy (4)  
 EDU 3140. Special Education Policies and Procedures (4)



- EDU 3233. Methods of Teaching Mathematics (4)  
 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 (3)  
 EDU 4144. Introduction to Student Teaching (4) **or** EDU 427 . Internship in Education (4)  
 EDU 4166. Analyzing and Evaluating K–12 Assessment Data (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 I (1)  
 EDU 4112. Independent Study (Required for students officially submitting their edTPA Portfolios). (4)  
 EDU 4230. Student Teaching Continuation (6)

#### Required Supporting Courses

#### **Mathematics**

Two mathematics courses:

1. One course to meet the mathematics University Core Requirement at placement (MTH 1110 or higher) (4)
2. Second Mathematics Course. Recommended options include MTH 1130. Finite Mathematics (4), MTH 2010. Mathematical Ideas (4), MTH 1400. Pre-Calculus (4), MTH 1410. Calculus I (4), or STS 2020. Introduction to Statistics (4)

#### **Science**

Choose one course from the following:

- BIO 1100. Biology: A Human Perspective (4)  
 BIO 1500. Principles of Cell Biology (4)  
 CHM 1000. An Introduction to the Molecular World (4)  
 CHM 1010. General Chemistry I (4)  
 ENV 1110. Environmental Science (4)  
 NSC 2200. Earth Science (4)  
 PHY 1510. General Physics (4)

**\*IMPORTANT NOTE: Students should consult with their advisor about scheduling supporting courses in such a way that they do not overlap with their General Education Requirements.**



**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 (61 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. Educational Psychology (4)\*

EDU 2200. Critical Perspectives on Teaching and Learning (4)\*

EDU 3100. Students with Disabilities: Characteristics and Service Delivery Models (4)

EDU 3110. Educational Technology for Teachers (2)

EDU 3130. Methods of Teaching Foundational Literacy (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. Specially Designed Instruction for Students with Disabilities (4)

EDU 4009. Technology Integration for Special Education K–12 Classrooms (2)

EDU 4142. Special Education Policies and Procedures II (3)

EDU 4144. Introduction to Student Teaching (4) **or** EDU 4275. Internship in Education (4)

EDU 4166. Analyzing and Evaluating K–12 Assessment Data (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 I (1)

EDU 4112. Independent Study (Required for students officially submitting their edTPA Portfolios) (4)

EDU 4230. Student Teaching Continuation (6)

**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;

"Learning is not attained by chance, it must be sought for with ardor and diligence."

–Abigail Adams

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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 21<sup>st</sup> 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.

- 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 I (1)  
EDU 4112. Independent Study (Required for students officially submitting their edTPA Portfolios) (4)  
EDU 4230. Student Teaching Continuation (6)*

**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 Health and Physical Education (72 credits)

### Professional Education Courses

- EDU 1200. Introduction to Teaching (2)\*  
EDU 2100. Educational Psychology (4)\*  
EDU 2200. Critical Perspectives on Teaching and Learning (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. Analyzing and Evaluating K–12 Assessment Data (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 (2)  
HED 3100. Contemporary Health Issues I (2)  
PEC 1331. Social Dance (1)  
PEC 2100. Motor Development and Learning (2)





### 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 seeking high school teacher licensure are primarily advised in the department of their major, but students should collaborate with their co-advisor, the Secondary Licensure Program Coordinator in the Stout School of Education, as well.

#### Professional Education Courses

- EDU 1200. Introduction to Teaching (2)\*
- EDU 2100. Educational Psychology (4)\*
- EDU 2200. Critical Perspectives on Teaching and Learning (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. Analyzing and Evaluating K–12 Assessment Data (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 I (1)*
- EDU 4112. Independent Study (Required for students officially submitting their edTPA Portfolios) (4)*
- EDU 4230. Student Teaching Continuation (6)*



Choose one of the following methods courses as appropriate to the licensure area:

- EDU 4160. Methods of Teaching Middle Grades and Secondary English 6–12 (4)
- EDU 4161. Methods of Teaching Middle Grades and Secondary Math 6–12 (4)
- EDU 4162. Methods of Teaching Middle Grades and Secondary Social Studies 6–12 (4)
- EDU 4163. Methods of Teaching Middle Grades and Secondary Science 6–12 (4)
- EDU 4172. Methods of Teaching Foreign Language K–12 (4)
- EDU 4173. Methods of 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 in Secondary Grades (9-12) (2)
- EDU 4174. Introduction to Student Teaching in Foreign Language (2)

Choose one of the following internships appropriate to the licensure area:

- EDU 4260. Student Teaching Continuation Secondary Grades (9-12) (8)
- EDU 4270. Student Teaching Continuation Foreign Language (8)

### Activity Requirements

Each student, unless excused for medical reasons or for participating for one season in intercollegiate 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 1077. Yoyalates Core (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 1302. High Intensity Interval Training (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 Theater 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.

### Teacher Residency Licensure Courses

The Stout School of Education offers a series of 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:

RES 2020. Pedagogy for Diversity, Equity, and Inclusion (3)  
 RES 2450. Policies and Procedures in Special Education (3)  
 RES 3160/3170. Literacy and Learning I and II: MGE/  
 Secondary/K–12 Level (3)  
 RES 3260. Educational Psychology: Elementary Grades (3)  
 RES 3270. Educational Psychology: Middle Grades (3)  
 RES 3280. Educational Psychology (3)  
 RES 3290. Classroom Management and Behavior Strategies  
 in Special Education (3)  
 RES 3400. Methods of Teaching Adapted Curriculum K-12 (3)  
 RES 3840. Methods of Instruction in Middle Grades Education:  
 Language Arts (3)  
 RES 3850. Methods of Instruction in Middle Grades Education:  
 Mathematics (3)  
 RES 3860. Methods of Instruction in Middle Grades Education:  
 Science (3)  
 RES 3870. Methods of Instruction in Middle Grades Education:  
 Social Studies (3)  
 RES 3910. Methods of Instruction (3)  
 RES 3920. Methods of Instruction in Secondary Education:  
 Mathematics (3)  
 RES 3940. Methods of Instruction in Secondary Education:  
 Science (3)  
 RES 3950. Methods of Instruction in Secondary Education:  
 Social Studies (3)  
 RES 3960. Methods of Instruction in Special Subjects: Art  
 Education (3)  
 RES 3970. Methods of Instruction in Special Subjects: Health/  
 Physical Education (3)  
 RES 4801. Residency License Teaching Support I (2)  
 RES 4802. Residency License Teaching Support II (2)



## Minors in the Department of Educator Preparation

### Requirements for the Minor in Special Education for Education Majors (20 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 4012. Independent Study (2)

Select one course from the list below:

- EDU 3243. Struggling Readers and Writers (4)
- EDU 4141. Instructional Strategies in the Content Areas of Secondary Students with Disabilities (4)

### Requirements for the Minor in Special Education for Education Studies and Non-Education Majors (20 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 4210. Coaching Field Experience I (2)
- PEC 4211. Coaching Field Experience II (2)

Select two courses from the following list:

- PEC 3110. Responsibilities in Athletic Coaching (4)
- PEC 3210. Coaching and Officiating in Varsity Athletics (4)
- PEC 43310. Sports, Coaching, and Culture (4)

### Requirements for the Minor in Health Education (20 credits)

- HED 1200. Nutrition and Healthy Living (4)
- HED 3100. Contemporary Health Issues (2)

Select a minimum of 14 credits from the following list:

- EDU 4275. Internship in Education (4)
- HED 2100. Prevention and Substance Abuse (2)
- HED 2200. Human Sexuality and Relationships (2)
- HED 3300. Aging & Life Choices (4)<sup>†</sup>
- PEC 2130. Healthy Living for the Elementary Child (4)
- PSY 3610. Health Psychology (4)<sup>‡</sup>
- WEL 1010. Stress Management (2)
- WEL 440. Health Behavior Change (4)

<sup>†</sup> Prerequisite: Junior Status

<sup>‡</sup> Prerequisite: PSY 2000.

### 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 21<sup>st</sup> Century Classroom (3)
- EDU 4540: Diversity in Education: Societal and Organizational Perspectives (3)
- EDU 4560: Developing Leaders in 21<sup>st</sup> Century Systems (3)

## Department of Leadership Studies

Dr. Dustin Johnson, *Chair*; Dr. Tawannah Allen; Dr. Holli Bayonas; Dr. Melissa Glover; Dr. Tina Johnson; Dr. Darcy Kemp; Dr. Tara Shollenberger.

### Program of Study

- Education Studies Minor

### Requirements for the Minor in Education Studies (20 credits)

- EDU 1202. Seminar in Education (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/EDU 3050. Education and Society (4)

Choose one course from the following:

- EDU 2100. Educational Psychology (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 21<sup>st</sup> 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 the United States from colonial times to the present. In the course, students are asked to engage both primary and secondary source materials to discover trends in educational policy, practice, and reform, and to 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. [TACXT]*

**EDU 2100. Educational Psychology.** An analysis of theories and principles of educational psychology related to the social, psychological, and physical development of K-12 students. Relationships among patterns of human development, student maturation, learning styles, and characteristics of educational environments are incorporated. An emphasis on students demonstrating atypical development and students from diverse backgrounds is included in this course. *This course is available to sophomores in the fall and spring. Four credits. [SOSCI]*

**EDU 2200. Critical Perspectives on Teaching and Learning.** This course examines a wide array of current and historical perspectives on issues within the profession of education. It is intended as a forum for discussing the complex, sometimes controversial, forces that create inequitable access to teaching and learning. Students will explore foundational teaching and learning practices with an equity lens. *This course is available to sophomores in the fall and spring. Four credits. [TACXT]*

**EDU 2201. Approaches to School and Education.** This course provides a thorough review of the wide variety of school settings and models across the American educational landscape. It is offered for Education Studies majors and minors whose interest extends beyond public school licensure. *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 multi-tiered 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. *This course is available to juniors in the fall. Four credits.*

**EDU 3110. Educational Technology for Teachers.** This course is a study of the integration and application of technology into classrooms for teaching and learning. Emphasis is placed on becoming familiar with current technologies and

software relevant to technology education standards for educators. Identified technology education standards and approaches will prepare candidates to assist K-12 students as they learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, collaborate, and adapt to technological advances. This course will also focus on issues surrounding the use of technology in education such as equity and access, digital citizenship, and digital literacy. *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 Foundational Literacy.** This course centers on theoretical foundations and practical skills for teacher candidates to become reflective professionals who can design and implement effective foundational reading and language arts instruction. This course will guide students through assessment and instruction on the following foundational literacy skills: phonological and phonemic awareness, concepts of print, phonics, orthographic development, high-frequency word identification, comprehension, syllabication, fluency, and vocabulary. Techniques to differentiate for economically, academically, culturally, racially, and linguistically diverse children who are emerging and early readers are incorporated throughout. *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.*

**EDU 3133. Methods of Teaching Mathematics I: Operation and Number.** The Methods of Teaching Mathematics series of courses is rooted in the National Council of Mathematics Principles and Standards for School Mathematics. Pre-service teachers will be introduced to the eight Mathematics Teaching Practices and Five Content Standards. Course I will enable pre-service teachers to gain deep content and pedagogical knowledge for teaching Number and Operations and Algebraic Reasoning in the elementary school. Mathematics is taught for understanding where students are involved in problem solving, mathematical reasoning, communicating about mathematics, making connections, and creating and using mathematical representations. *Prerequisite: Admission to the Educator Preparation Program. Four credits.*



**EDU 3140. Policies and Procedures I.** This course identifies and examines historical and current legal trends in the field of special education. The course is also designed to introduce state and federal policies and procedures related to the referral, identification, evaluation, and development of individual educational programs for students with disabilities in grades K-12. The course will guide the student through the examination and completion of North Carolina state forms using available technology. Assessment techniques using standardized, non-standardized, and alternative formats for screening intellectual, educational, and adaptive behaviors 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 21<sup>st</sup> 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 focused on applying research-based principles and strategies across mathematics and literacy in the elementary classroom. Candidates will have the opportunity for direct observation and participation in classroom management, as well as small and whole group instruction. *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 II: Geometry, Measurement, and Data Analysis.** The second course in the Methods of Teaching Mathematics series rooted in the National Council of Mathematics Principles and Standards for School Mathematics. The primary goal of this course is to develop students' ability to design and implement mathematics instruction that is both reflective and mathematically significant. Course II will enable preservice teachers to gain deep content and pedagogical knowledge for teaching Geometry, Measurement, and Data Analysis and probability. Mathematics is taught for understanding where students are involved in

problem solving, mathematical reasoning, communicating about mathematics, making connections, and creating and using mathematical representations. *Prerequisite: MTH 1110 or higher and admission to the Educator Preparation Program. 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.** Candidates will complete a supervised 30-hour field experience focused on applying research-based principles and teaching strategies for students with high and low incidence disabilities. This course examines characteristics of students with both low and high incidence disabilities. The North Carolina standards for Special Education General Curriculum and Adapted Curriculum Teacher Candidates are also reviewed as part of this course. *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, deescalation 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.*

**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. A 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. Specially Designed Instruction for Students with Disabilities.** This course is designed to provide an in-depth exploration of the principles and practices of specially designed instruction for students with disabilities. Candidates will explore how individualized teaching strategies and materials are used to address the unique learning needs of students with disabilities. Candidates will be able to design effective instruction for students with disabilities using evidence-based practices. Candidates will be equipped to use data to make informed decisions about instruction, differentiate instruction to meet the needs of individual students, and create a positive and inclusive classroom environment. *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.*

**EDU 4000. Investigation of Teacher Performance Assessment I.** 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 4001. Investigation of Teacher Performance Assessment II.** This course is designed to support student teachers/candidates for K-12 teaching licensure in completing the teacher performance assessment portfolio required to qualify for licensure in the state. Candidates will design, plan, instruct, and assess their K-12 students, as well as analyze and evaluate their teaching performance. *Course is graded Credit/No Credit and is repeatable for credit once. Prerequisites: Admission to the Educator Preparation Program and EDU 4000. Corequisite: EDU 4230. Four credits.*

**EDU 4002. Investigations in Teacher Performance Assessment Continuation.** This course is designed to support students pursuing teaching licensure in North Carolina. Candidates participating in the course will complete the state-approved teacher performance assessment portfolio with guidance and support from a faculty mentor. Candidates will design, plan, instruct, and assess their K-12 students, as well as analyze and evaluate their teaching performance. *Course is graded Credit/No Credit. Two credits.*

**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 curriculum standards for middle, secondary, and specialty subject areas. Students will combine technology skills with pedagogical and content knowledge to integrate technology effectively into lesson plans and units. Technology to improve formative assessment is covered. *Two credits.*

*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. 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.*





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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**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 21<sup>st</sup> Century teaching candidate in technology and integrating effective literacy instruction with the Common Core State Standards and 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 21<sup>st</sup> 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. 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.** This course focuses on collaborative and strategic instruction to improve curriculum access for students with disabilities. Topics include effective co-teaching practices with an emphasis on how special education teachers can navigate their role as co-teacher in an inclusive classroom environment. Evidence-based practices for instruction at the middle and secondary levels in English/Language Arts, science, social studies, and mathematics will be covered. 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 (IEP), transition planning, monitoring and reporting of progress, classroom and testing accommodations/modifications, related services, and effective parental and student involvement are topics to be covered. Other topics of focus include the manifestation determination process, reevaluations of students with disabilities, effective IEP Team meetings, and advocacy. This course is offered to seniors in the fall. Three 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 21<sup>st</sup> 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 21<sup>st</sup> 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 6–12.** Various approaches to the teaching of English—literature, writing, speaking, listening, language, media and general literacy skills—are explored and practiced, with an emphasis on language diversity and multi-modal instruction. Students in this course will create and critique lesson and unit plans 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 6–12 .** Candidates in this course will design and develop lesson plans and units engaging students in critical thinking and problem solving in mathematics. The course will also provide instruction in integrating 21<sup>st</sup> 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 6–12.** 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 21<sup>st</sup> 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 21<sup>st</sup> 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 Secondary Grades (9-12).** Candidates will begin the supervised 16-week student teaching internship focused on applying research based principles and developmentally appropriate pedagogies for 21<sup>st</sup> 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. Analyzing and Evaluating K–12 Assessment Data.** 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 21<sup>st</sup> 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 21<sup>st</sup> 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 Foreign Language.** Candidates will begin the supervised 16-week student teaching internship focused on applying research-based principles and developmentally appropriate pedagogies for 21<sup>st</sup> 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 SIOP. *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 21<sup>st</sup> 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: \$400.00. This course is offered to seniors in the spring and is graded Pass/Fail. Six 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 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 and EDU 4130; Co-requisite: EDU 4230. Two credits.*



**EDU 4233. Integrated Principles of Math and Science.**

This course is designed to prepare teaching candidates to engage students in instruction that aligns with North Carolina State Standards and the Next Generation Science Standards to integrate physical, earth, and life science content with experimentation, technological design, engineering, and mathematics. The candidate will design, implement, and assess instruction to meet the diverse needs of elementary education students using research-based principles such as inquiry, constructivism, the nature of science, differentiated instruction, problem solving, and other instructional modalities. This course includes inquiry labs, learning theories, teaching methods, and field experiences to provide candidates with a deep understanding and a solid foundation for STEM learning and teaching. Emphasis within the course is placed on candidates applying mathematics (concepts, algorithms, procedures, applications) within science contexts across three dimensions: science and engineering practices, cross-cutting concepts, and core disciplinary ideas. *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 21<sup>st</sup> 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 21<sup>st</sup> 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. *Prerequisites: Admission to the Educator Preparation Program and a passing grade in EDU 4154. 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 21<sup>st</sup> 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 21<sup>st</sup> 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.*

“If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.”

—Benjamin Franklin

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**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.* [EXPLN]

**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 effort to achieve justice and equity in education. *Four credits.*

**The following four courses lead to the add-on license in Academically Gifted.**

**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 21<sup>st</sup> Century.** A study of the integration of technology into 21<sup>st</sup> 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 Programs.** This course focuses on the use of technology to assist teachers in making data driven decisions on instructional practices in the classroom. Topics of study include rubric design, the alignment of formative and summative assessment practices with stated objectives, and the use of technology integrated evaluation systems including EVAAS, ClassScape, NC Falcon, SMART Response, Quia, and Turning Point. This course also contains a focus on the use of technology in STEM education in the elementary school. Students complete state-mandated training on NC Falcon as a part of the course. In addition, students will carry out a comprehensive data analysis project, which will require them to use the skills they have learned in an actual classroom situation. *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. [HON]*



**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 21<sup>st</sup> 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. Ap-proved 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 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 21<sup>st</sup> Century Classroom.** This course focuses on the consideration, assessment, implementation, and evaluation process to meet the needs of individuals with intellectual disabilities. An emphasis is placed on the examination of assistive technology tools, including augmentative communication devices. Building on this knowledge, participants will learn how to enhance instruction, assessment, accommodations, communications, and administrative duties. *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 21<sup>st</sup> 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. Two 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. Indoor Cycling.** 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.*

“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 1082. Pilates Barre.** This course is designed to teach students the use of movements that have been adapted from classic Pilates 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: \$90. 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: \$90. One credit.*

**PEC 1112. Billiards.** This course is designed for those who have never played before all the way up to those who think of themselves as intermediate players. Students will be introduced to several types of billiard game play. Fundamentals will be emphasized, which include stance, grip, bridges, stroke and aiming. By the end of the course, students should be able to perform various game skills such as the draw, follow, english, cue ball control, combos, and bank shots. *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/Ultime.** This course is designed to improve cardiovascular fitness, muscular strength and endurance, flexibility, agility, coordination and body composition through playing Frisbee Golf/Ultime 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 and 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 and 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 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: \$150. 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. *This course is conducted off campus. 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. *This course is conducted off campus. Course Fee: \$20. 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. *This course is conducted off campus. Course Fee: \$20. One credit.*

**PEC 1302. High Intensity Interval Training.** This is a physical activity class directed toward learning to use High

Intensity Interval Training (HIIT) for strength and cardio-vascular training. This is accomplished by using high and low level intensities to maximize results. Students will also learn to design and develop an interval timed exercise program. *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. *Course Fee: \$35. 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. *Course Fee: \$35. 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. *Course Fee: \$80. 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.*

**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: \$60. 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: \$35. 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: \$35. 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: \$30. 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: \$30. 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 Theater 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. *Course Fee: \$40. 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 check-out 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: \$250. Two credits.*

**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: \$250. Two credits.*

**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.*







**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 spring 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 spring 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 fall. 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 fall and is required for the Minor in Athletic Coaching. Four credits.*

**PEC 3310. Sports, Coaching, and Culture.** Sports play a big role worldwide. It is part of the cultural fabric of different localities, regions, and nations. Coaches are a key piece in sports culture. The aim of this course is to advance student knowledge in, and understanding of, the cultural aspects of sports and coaching. Focus will be on both regional and popular worldwide sports. *Four credits.*

**PEC 4210. Coaching Field Experience I.** This 30-hour field experience provides the opportunity to work with coaches and teams during the season of practice and play. The venue may be a local school, a YMCA, recreation center, a camp, club team, university team, or professional team setting. *This course is available in the fall and is required for the minor in Athletic Coaching. Two credits.*

**PEC 4211. Coaching Field Experience II.** This 30-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. Settings include local schools, a YMCA, recreation center, a camp, club team, university team, or professional team. *This course is required for the Minor in Athletic Coaching. Two credits.*



**The following courses are options for Teacher Residency Licensure seekers:**

**RES 2020. Pedagogy for Diversity, Equity, and Inclusion.** This course prepares educators for the diverse student populations they will serve in their schools and classrooms. Through hands-on activities and case studies, educators will learn best practices for equitably serving students from diverse backgrounds, including anti-racist and culturally responsive pedagogies. They will also explore how their own intersectional identities shape their approaches to students. The course covers various domains of identity such as race, ethnicity, language, immigration status, socio-economic status, sexual orientation, ability, religion, and gender. *Three credits.*

**RES 2450. Policies and Procedures in Special Education.** This course identifies and examines historical and current legal trends in the field of special education. This course is designed to introduce state and federal policies and procedures related to the referral, identification, evaluation, and development of individual educational programs for students with disabilities in grades K-12. In this course the student will examine North Carolina state forms used in the identification, placement and provision of services to students with disabilities. Assessment techniques using standardized, non-standardized and alternative formats for screening intellectual, educational, and adaptive behaviors will be examined. The development of an Individual Educational Program, transition planning, monitoring and reporting of progress, classroom and testing accommodations modifications, related services and effective parental and student involvement are also covered. *Three credits.*

**RES 3160. Literacy and Learning I.** This course is designed to prepare teachers in foundational literacy instruction. Emphasis is placed on appropriate instructional and assessment methods attending to phonological/phonemic awareness, phonics, fluency, writing, vocabulary, and comprehension. *Three credits.*

**RES 3170. Literacy and Learning II.** This course is designed to prepare teachers in intermediate literacy instruction. Emphasis is placed on appropriate instructional and assessment methods attending to fluency, vocabulary, writing, and comprehension. *Three credits.*

**RES 3260, 3270, 3280. Educational Psychology.** The application of theories and principles of psychology related to the cognitive, social-emotional, moral, and physical development of adolescents for middle grades, secondary, and special subjects teachers. Characteristics of students with disabilities are covered in this course as well as the application of collaborative teaching methods in inclusive classrooms, such as co-teaching and universal design for learning. *Three credits.*

**RES 3290. Classroom Management and Behavior Strategies in Special Education.** 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 and emphasizes behavior management techniques appropriate for low incidence disability categories. Focus 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, de-escalation techniques, conducting functional behavioral assessments, selecting antecedent and consequence strategies, determining appropriate replacement behaviors, teaching appropriate behaviors, self-regulation, and social skills, creating behavior intervention plans, intervention strategies related to sensory regulation/stimulation, behavioral teaching techniques such as chaining and shaping, and prevention of reoccurrence of behaviors. Adherence to policies regarding behavior including following Behavior Intervention Plans, Individual Education Programs, and documentation will be included. *Three credits.*

**RES 3400. 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. This course covers systematic instruction, methods for teaching academic, functional, social and life skills, accommodations, and transition to community, workplace, and post-secondary education for students with significant disabilities grades K-12. The North Carolina Standard Course of Study Extended Content Standards and the North Carolina Standards for Adapted Curriculum Teacher Candidates are incorporated into the course. *Three credits.*

**RES 3910. Methods of Instruction.** This course is designed to prepare middle grades, secondary, and special subjects K-12 licensure candidates to prepare, deliver, and assess instruction that results in learning for all students in diverse settings. As an outcome of successfully completing this course, candidates will be able to understand, apply, and evaluate: curriculum standards for their licensure area, lesson/unit structures and pacing, developmentally appropriate student engagement and learning activities unique to their content area(s), relevant technologies that enhance student learning, the use of data to inform instructional decisions, the importance of differentiation in achieving improved outcomes for all students, culturally relevant instructional resources and methodologies, and the formative and summative assessment of learning outcomes. Candidates will be engaged in the development, delivery, and critique of lessons and units of instruction for their content area(s). *Three credits.*

**RES 3920. Methods of Instruction in Secondary Education: Mathematics.** 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.*

**RES 3940. Methods of Mathematics.** This course is designed to prepare teachers to apply differentiated methods for assessment and teaching of mathematics. Teachers will incorporate and apply mathematics standards to help different types of learners process and understand mathematics. *Three credits.*

**RES 3950. Methods of Instruction in Secondary Education: 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.*

**RES 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.*

**RES 4801. Residency License Teaching Support I.** Supervised teaching experience for current teachers enrolled in the residency license program. Enrollment in this course provides the 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.*

**RES 4802. Residency License Teaching Support II.** A continuation of RES 4801 that provides a second semester of supervised teaching experience for current teachers enrolled in the residency license program. Enrollment in this course provides the teacher with a semester of classroom observation and feedback by a university supervisor in the areas of instructional planning, technology integration, assessment, and classroom management. *Two credits.*







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, computer scientists, and mathematicians. Students receive a rigorous education that prepares them for an ever-changing landscape of engineering, computer-based, and mathematical careers. Students learn to be creative, logical, and 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 of their end-users. In other words, doing what engineers, computer scientists, and mathematicians 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. Robert Harger, *Interim Chair, Department of Mathematical Sciences*; Dr. Luis Alberto Cueva Parra; Dr. Lisa Carnell; Dr. Michael Dalton; Dr. Edward Fusilier; Dr. Niloofar Ghorbani; Ms. Melissa Glass; Dr. Adam Graham-Squire; Dr. Sean Johnson; Dr. Eve Klopff; Dr. Jakub Nichel; Dr. Geraldine Nicholas; Ms. Patricia O'Connor; Dr. Karen O'Hara; Dr. Omar Saldarriaga; Ms. Pujita Sapra; Dr. Jenny Sharpe; Mr. Roger Shore; Mr. Tremaine Skeen; Dr. Brielle Spencer-Tyree; Dr. Yong Wei; Dr. Lloyd Williams.

The Webb School of Engineering offers the B.S. and B.A. degrees in Computer Science, the B.S. in Computer Science with a concentration in Cybersecurity, the B.S. in Cybersecurity, the B.S. in Computer Engineering, the B.S. in Electrical Engineering, the B.S. and B.A. degrees in Mathematics, the B.S. in Actuarial Science, the B.S. in Data Analytics and Statistics, the B.S. in Mathematical Economics, and the B.S. in Data Science. The School also offers minors in Computer Science, Data Analytics, Data Science, Mathematics, and Statistics.

**Vision:** To create dynamic leaders and practitioners in engineering, computer science, and mathematics.

**Mission:** To provide an extraordinary engineering, computing, and mathematical 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, computing, and mathematics-based problems in an ethical, socially-responsible, and sustainable manner.



## Department of Computer Science

Dr. Luis Alberto Cueva Parra; Dr. Michael Dalton; Mr. Roger Shore; Dr. Yong Wei; Dr. Lloyd Williams.

### Programs of Study

- Computer Science Major (B.A. and B.S.)
- Computer Science Major–Cybersecurity Concentration (B.S.)
- Cybersecurity Major (B.S.)
- Data Science Major (B.S.)
- Computer Science Minor
- Data Science Minor

### Degree Requirements

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

#### B.A. in Computer Science

Major Requirements.....	44 credits
University Core Requirements.....	36-44 credits
Electives.....	40-48 credits
TOTAL.....	128 credits

#### B.S. in Computer Science

Major Requirements.....	68 credits
University Core Requirements.....	36-44 credits
Electives.....	16-24 credits
TOTAL.....	128 credits

#### B.S. in Computer Science Cybersecurity Concentration

Major Requirements.....	68 credits
University Core Requirements.....	36-44 credits
Electives.....	16-24 credits
TOTAL.....	128 credits

#### B.S. in Cybersecurity

Major Requirements.....	68 credits
University Core Requirements.....	36-44 credits
Electives.....	16-24 credits
TOTAL.....	128 credits

#### B.S. in Data Science

Major Requirements.....	74 credits
University Core Requirements.....	36-44 credits
Electives.....	10-18 credits
TOTAL.....	128 credits



## Computer Science Major

### Student Learning Outcomes

Upon completing the Computer Science Program at High Point University, students will have an 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 computer science.
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 computer science.
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 (4) **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 (4)  
 STS 3005. Probability and Statistics for Engineers (4)

*\*Cannot be counted towards both a MTH elective and a CSC elective for the Computer Science degree.*

#### Electives (16 credits)

Select any four CSC elective courses at the 1210 level or above, at least three of which are at the 2000-level or higher, including one 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 (4)  
 STS 3005. Probability and Statistics for Engineers (4)

*\*Cannot be counted towards both a MTH elective and a CSC elective for the Computer Science degree.*

**Science Requirement (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 2100. Electronics (4)  
 PHY 2200. Computational Physics (4)\*\*\*

\*BIO 1500/1501 is a prerequisite for this course.

\*\*CHM 1010/1011 is a prerequisite for this course.

\*\*\*PHY 2010/2010L and CSC 1710 are prerequisites for this course.

**Important Note. To meet their Natural Sciences General Education Requirement, students enrolled in the B.S. in Computer Science must take a different natural sciences course than the options listed here. Please consult with your advisor to ensure that requirements for the major and the Natural Sciences General Education Requirement do not overlap.**

**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 (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 (4)  
 STS 3005. Probability and Statistics for Engineers (4)

### Science Requirement (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 2100. Electronics (4)  
 PHY 2200. Computational Physics (4)\*\*\*

\*BIO 1500/1501 is a prerequisite for this course.

\*\*CHM 1010/1011 is a prerequisite for this course.

\*\*\*PHY 2010/2010L and CSC 1710 are prerequisites for this course.

**Important Note. To meet their Natural Sciences General Education Requirement, students enrolled in the B.S. in Computer Science—Cybersecurity Concentration must take a different natural sciences course than the options listed here. Please consult with your advisor to ensure that requirements for the major and the Natural Sciences General Education Requirement do not overlap.**

### 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.

## Cybersecurity Major

### Student Learning Outcomes

Upon completing the Cybersecurity Program at High Point University, students will have an ability to:

1. Analyze a complex computing problem and to 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 cybersecurity.
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 cybersecurity.
6. Apply security principles and practices to maintain operations in the presence of risks and threats.

### Requirements for the B.S. in Cybersecurity (68 credits)

CSC 1710. Introduction to Programming (4)  
 CSC 1720. Advanced Programming with Data Structures (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/MTH 3010. Cryptography (4)  
 CSC 3460. Networking and Network Programming (4)  
 CSC 3810. Introduction to Information Security (4)  
 CSC 3820. Penetration Testing (4)  
 CSC 3940. System Security (4)  
 CSC 4210. Operating Systems (4)  
 CSC 4710. Software Engineering (4)  
 CSC 4820. Reverse Engineering and Malware Analysis (4)  
 ECE/PHL 2014. Engineering and Technology Ethics (4)  
 MTH 1410. Calculus I (4)  
 STS 2910. Introduction to Statistical Analysis (4)



## Data Science Major

### Student Learning Outcomes

Upon completing the Data Science Program at High Point University, students will have an 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 data science.
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 data science.
6. Apply theory, techniques, and tools throughout the data analysis lifecycle and employ the resulting knowledge to satisfy stakeholders' needs.

### Requirements for the B.S. in Data Science (74 credits)

#### Core Requirements (62)

CSC/STS 1600. Introduction to Data (4)  
 CSC 1710. Introduction to Programming (4)  
 CSC 1720. Advanced Programming with Data Structures (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 3250. Artificial Intelligence (4)  
 CSC 4710. Software Engineering (4)  
 DSC 2110. Data Visualization (4)  
 DSC 4110. Data Management (4)  
 DSC 4900. Capstone (2)  
 MTH 1410. Calculus I (4)  
 MTH 2310. Linear Algebra (4)  
 STS 2910. Introduction to Statistical Analysis (4)  
 STS 3110. Intermediate Statistical Analysis (4)

#### Domain Area Requirements (12)

Select 12 credits from the same domain area, as approved by your advisor. Sample domain areas include but are not limited to:

BIO 1500. Principles of Cell Biology (4)  
 BIO 2001. Principles of Genetics I (4)  
 BIO 2002. Principles of Genetics II (4)

ECO 2030. Principles of Macroeconomics (4)  
 ECO 2050. Principles of Microeconomics (4)  
 ECO 4150. Econometrics (4)

PHY 2010. Fundamentals of Physics I (4)  
 PHY 2020. Fundamentals of Physics II (4)  
 PHY 2030. Modern Physics (4)

**IMPORTANT NOTE: Students completing the B.S. degree in Data Science should consult with their advisor about scheduling domain requirements in such a way that they do not overlap with their Natural Sciences and Social Sciences General Education Requirements.**

### Requirements for the Minor in Data Science (20 credits)

CSC/STS 1600. Introduction to Data (4)  
 CSC 1710. Introduction to Programming (4)  
 CSC 1720. Advanced Programming with Data Structures (4)  
 CSC 2212. Database Systems (4)

Select one course from the following list

DSC 2110. Data Visualization (4)  
 DSC 4110. Data Management (4)  
 STS 2910. Introduction to Statistical Analysis (4)



"Perfection is achieved, not when there is nothing more to add, but when there is nothing left to take away."

—Antoine de Saint-Exupery

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## Department of Electrical and Computer Engineering

Dr. Claire McCullough, *Chair*; Dr. Sean Johnson; Dr. Eve Klopff; Dr. Geraldine Nicholas.

### 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 one of the following:

#### B.S. in Computer Engineering

Major Requirements.....	89 credits
University Core Requirements.....	36-44 credits
Electives.....	0-3 credits
TOTAL.....	128-133 credits

#### B.S. in Electrical Engineering

Major Requirements.....	89 credits
University Core Requirements.....	36-44 credits
Electives.....	0-3 credits
TOTAL.....	128-133 credits

## Computer Engineering Major

### Student Learning Outcomes

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.



1. function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
2. develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions;
3. acquire and apply new knowledge as needed, using appropriate learning strategies.

### Requirements for the B.S. in Computer Engineering (89 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 1012. Introduction to Engineering Design and CAD/CAM (4)  
ECE 1015. Programming in Matlab (1)  
ECE 2050. Ethics for the Engineering Profession (4)  
ECE 2605. Digital Logic and Computer Systems (4)  
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 4400. Digital Signal Processing (4)  
ECE 4805. Computer Architecture (4)  
ECE 4650. Real-time and Embedded Systems (4)  
ECE 4900. Engineering Senior Design Project I (2)  
ECE 4910. Engineering Senior Design Project II (2)  
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 2020. Fundamentals of Physics II (4)  
 STS 3005. Probability and Statistics for Engineers (4)

**Students completing the B.S. degree in Computer Engineering must take PHY 2010. Fundamentals of Physics I (4) as their Natural Sciences General Education course and ECO 2050. Microeconomics (4) as their Social Sciences General Education Requirement.**

## Electrical Engineering Major

### Student Learning Outcomes

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 (89 credits)

CSC 1710. Introduction to Programming (2)  
 CSC 1720. Advanced Programming with Data Structures (2)

ECE 1012. Introduction to Engineering Design and CAD/CAM (4)  
 ECE 1015. Programming in Matlab (1)  
 ECE 2050. Ethics for the Engineering Profession (4)  
 ECE 2605. Digital Logic and Computer Systems (4)  
 ECE 2610. Circuits I (4)  
 ECE 3105. Signals and Systems (4)  
 ECE 3401. Engineering Electromagnetics (4)  
 ECE 3610. Circuits II (4)  
 ECE 4140. Power Systems (4)  
 ECE 4200. Electronics I (4)  
 ECE 4210. Communication Systems (4)  
 ECE 4510. Control Systems (4)  
 ECE 4630. Solid State Devices (4)  
 ECE 4900. Engineering Senior Design Project I (2)  
 ECE 4910. Engineering Senior Design Project II (2)  
 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 2020. Fundamentals of Physics II (4)  
 STS 3005. Probability and Statistics for Engineers (4)

Select 4 credits from CSC 2342, ENV 1110 or above, BIO 1500/1501 or above, CHM 1010/1011 or above, PHY 2030, PHY 3000 or above, MTH 2310, MTH 2880 or above, or as approved by the Chair of the Department of Electrical and Computer Engineering.

**Students completing the B.S. degree in Electrical Engineering must take PHY 2010. Fundamentals of Physics I (4) as their Natural Sciences General Education course and ECO 2050. Microeconomics (4) as their Social Sciences General Education Requirement.**





“Mathematics is, I believe, the chief source of the belief in eternal and exact truth, as well as in a super-sensible intelligible world.”

— Bertrand Russell

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## Department of Mathematical Sciences

Dr. Robert Harger, *Interim Chair*; Dr. Lisa Carnell; Dr. Edward Fuselier; Dr. Niloofar Ghorbani; Ms. Melissa Glass; Dr. Adam Graham-Squire; Dr. Jakub Michel; Ms. Patricia O'Connor; Dr. Karen O'Hara; Dr. Omar Saldarriaga; Dr. Pujita Sapra; Dr. Jenny Sharpe; Mr. Tremaine Skeen; Dr. Brielle Spencer-Tyree.

### Mission Statement

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. As a pillar of liberal arts education, the mathematical sciences foster the growth and enhancement of students' intellectual curiosity and lifelong learning.

### Core Values

- We promote excellence in critical thinking and mathematical reasoning.
- We create an environment that allows students to discover the beauty and power of mathematics and its applications.
- We prepare students to fluently communicate mathematical and statistical ideas, orally and in writing, to both a technical and lay audience.
- We equip students with the skills necessary for success in both graduate programs and quantitative careers.
- We inspire students to extend their education beyond the classroom and take initiative to become lifelong learners.
- We promote faculty/student interactions, both inside and outside the classroom, engaging in high-impact practices to cultivate a diverse and inclusive community of scholars.
- We develop students who employ statistical reasoning and data literacy in order to identify patterns, make predictions, and inform fact-based decisions.

The Mathematical Sciences 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. Our program prioritizes providing students with strong foundations across the mathematical sciences, building

skills in problem solving, deductive, analytical, and statistical reasoning, and data analysis. Students learn how to identify patterns and connect data, computations, and human discovery. Our array of courses is designed to challenge students with differing backgrounds and interests. 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.



**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 Mathematical Sciences, students must complete one of the following

B.A. in Mathematics

Major Requirements.....	41 credits
University Core Requirements.....	36-44 credits
Electives.....	43-51 credits
TOTAL.....	128 credits

B.S. in Mathematics

Major Requirements.....	53 credits
University Core Requirements.....	36-44 credits
Electives.....	31-39 credits
TOTAL.....	128 credits

B.S. in Actuarial Science

Major Requirements.....	66 credits
University Core Requirements.....	36-44 credits
Electives.....	18-26 credits
TOTAL.....	128 credits

B.S. in Data Analytics and Statistics

Major Requirements.....	56 credits
University Core Requirements.....	36-44 credits
Electives.....	28-36 credits
TOTAL.....	128 credits

B.S. in Mathematical Economics

Major Requirements.....	60 credits
University Core Requirements.....	36-44 credits
Electives.....	24-32 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 (41 credits)**

CSC 1710. Introduction to Computer Programming **or** CSC 1705. Python Programming (4)  
 MTH 1410. Calculus I (4)  
 MTH 1420. Calculus II (4)  
 MTH 1999. Explorations in Math Research (1)  
 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)  
 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 (53 credits)**

CSC 1710. Introduction to Computer Programming **or** CSC 1705. Python Programming (4)  
 MTH 1410. Calculus I (4)  
 MTH 1420. Calculus II (4)  
 MTH 1999. Explorations in Math Research (1)  
 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)  
 MTH 3150. Probability (4) **or** STS 2910. Introduction to Statistical Analysis (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)

**Students completing the B.S. degree in Mathematics must take PHY 2010. Fundamentals of Physics I (4) as their Natural Sciences General Education course.**

**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.

“The mathematical sciences particularly exhibit order, symmetry, and limitation; and these are the greatest forms of the beautiful.”

—Aristotle

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## 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. Introduction to Programming for Data Analytics (4)  
    **or** CSC 1705. Python 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 Preparation (1) **or** BUA 2100. Excel Based Business  
    Analysis (2)\*  
MTH 4410. Mathematical Models for Financial Economics (4)  
STS 2910. Introduction to Statistical Analysis (4)  
STS 3110. Intermediate Statistical Analysis (4) **or** STS 3210.  
    Linear Statistical Models (4)  
STS 4120. 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.

## 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 knowledge of fundamental programming concepts to solve problems.
2. learn and retain basic knowledge in the core branches of mathematics.
3. obtain, transform, and prepare data for analysis.
4. apply statistical models and machine learning to detect patterns, make predictions, and draw inferences supported by the data.
5. effectively communicate the results of analyses orally, graphically and in writing.

### Requirements for the Bachelor of Science in Data Analytics and Statistics (66 credits)

CSC 1705. Python Programming (4)  
CSC 1720. Advanced Programming with Data Structures (4)  
DSC 2110. Data Visualization (4)  
MTH 1410. Calculus I (4)  
MTH 1420. Calculus II (4)  
MTH 2350. Math for Data Analytics (4)  
MTH 3150. Probability (4)  
STS /CSC 1600. Introduction to Data (4)  
STS 2910. Introduction to Statistical Analysis (4)  
STS 3110. Intermediate Statistical Analysis (4)  
STS 3130. Data Mining and Predictive Analytics I (4)  
STS 3710. Collaboration in Data Analytics (2)  
STS 4210. Data Mining and Predictive Analytics II (4)  
STS 4710. Data Analytics and Statistics Capstone (4)

Select three courses from the following list (12):

CSC 2212. Database Systems (4)  
CSC 2710. Advanced Data Structures (4)  
CSC 3250. Artificial Intelligence (4)  
ECO 4150. Econometrics (4)  
MTH/CSC 3910. Numerical Methods (4)  
MTH 4150. Stochastic Processes (4)  
STS 2920. Introduction to SAS Programming (4)  
STS 2950. Biostatistics (4)  
STS 3109. Nonparametric Statistics (4)  
STS 3120. Applied Multivariate Statistics (4)  
STS 3250. Time Series and Forecasting (4)  
STS 3410. Surveys and Sampling (4)  
STS 4120. Mathematical Statistics (4)

\*Students who have completed MTH 2410 and MTH 2310 may use the combination in place of MTH 2350.



**SAS Certifications:** Students who complete 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.

**Note:** Data Analytics and Statistics majors who wish to graduate with departmental honors must (a) complete the courses required for the B.S. in Data Analytics and Statistics, (b) complete one of the following three options: (1) Complete MTH 4910 and MTH 4910, (2) complete an internship experience (must be approved by the department chair prior to starting the internship), (3) complete a collaborative discipline-specific project with a person or entity outside the Department of Mathematical Sciences (must be approved by Department Chair), (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 (60 credits)

ACC 2010. Financial Accounting (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 (4)  
 STS 3210. Linear Statistical Models (4)  
 STS 3250. Time Series and Forecasting (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)

**Students completing the B.S. degree in Mathematical Economics must take ECO 2030. Principles of Macroeconomics (4) as their Social Sciences General Education course.**

**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.

## Departmental Minors

### 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)

### 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 (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 (4)\*  
 STS 2920. Introduction to SAS 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.*



"Pessimists, we're told, look at a glass containing 50% air and 50% water and see it as half empty. Optimists, in contrast, see it as half full. Engineers, of course, understand the glass is twice as big as it needs to be."

—Bob Lewis

### Requirements for the Minor in Data Analytics (26-28 credits)

- CSC 1705. Python Programming (4)
- MTH 1410. Calculus I (4) **or** MTH 1310. Applied Mathematical Concepts for Business (4)
- STS/CSC 1600. Introduction to Data (4)
- STS 2910. Introduction to Statistical Analysis (4)
- STS 3110. Intermediate Statistical Analysis (4)
- One STS Elective Course (4)

#### Select one of the following DAS Electives (2-4):

- CSC 1720. Advanced Programming with Data Structures (4)
- CSC 2212. Database Systems (4)
- CSC 2710. Advanced Data Structures (4)
- CSC 3250. Artificial Intelligence (4)
- ECO 4150. Econometrics (4)
- MTH/CSC 3910. Numerical Methods (4)
- MTH 4150. Stochastic Processes (4)
- STS 2920. Introduction to SAS Programming (4)
- STS 2950. Biostatistics (4)
- STS 3109. Nonparametric Statistics (4)
- STS 3120. Applied Multivariate Statistics (4)
- STS 3130. Data Mining and Predictive Analytics I (4)
- STS 3250. Time Series and Forecasting (4)
- STS 3410. Surveys and Sampling (4)
- STS 3710. Collaboration in Data Analytics (2)
- STS 4120. Mathematical Statistics (4)
- STS 4210. Data Mining and Predictive Analytics II (4)
- One DAS Elective Course (4)

**Note:** Students may not receive minors in both Statistics and Data Analytics and Statistics.



### 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 Site Development.** 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 interactive web site. *Credit cannot be earned after successful completion of CSC 3212. Four credits.*

**CSC/STS 1600. Introduction to Data.** This course provides an introduction to the exploration and analysis of data. Topics include basic programming concepts, transforming data into a usable form, creating visualizations, constructing and assessing predictive models, and examining ethical issues surrounding the use of data. An appropriate programming language, such as R or Python, will be used. *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 1705. Python Programming.** This course will provide a hands-on introduction to the Python programming language, with a focus on practical applications and projects. Students will design and develop software to solve problems drawn from various disciplines while acquiring knowledge of fundamental programming principles. As the course progresses, students will have opportunities to work with packages, data structures, object-oriented programming, and common tools used in fields such as computer science, data science and cybersecurity. *Credit for CSC 1705 and CSC 1710 cannot both be applied toward a single major or minor. 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 1715. Transitioning to UNIX Programming.** An introduction to the UNIX operating system and utilities designed for students transitioning into the HPU computing environment. The course will also cover best coding practices applicable to any programming language. *Course is open only to incoming freshmen or transfer students enrolled in CSC 1720 or higher. One credit.*

**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 in 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, back-tracking, 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/MTH 3010. Cryptography.** This course is an introduction to the mathematical foundations of cryptography and crypt-analysis. Topics include elementary number theory, classical and modern symmetric key cryptosystems, public key cryptography, primality tests, factoring algorithms, hash functions, and digital signatures. Selected further topics may include security protocols, digital cash, elliptic curve cryptography, or quantum cryptography. *Prerequisites: CSC 1710, MTH 2210 or CSC 2342. Four credits.*

**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. Four credits.*

**CSC 3270. Machine Learning.** This course is an introduction to fundamental and modern machine learning techniques. Students will learn the concepts of machine learning algorithms and gain hands-on experience in applying them to solve various data analysis problems. The main algorithms students will learn include unsupervised and supervised learning, clustering, artificial neural networks, convolutional neural networks, hidden Markov models, autoencoders and self-supervised learning. *Prerequisites: CSC 1720 and either MTH 2310 or MTH 1425, or by permission of the instructor. 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. 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. *Prerequisites: 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 information security concepts including confidentiality, integrity, assurance, availability, and common risks and threats. Applied topics such as vulnerability management, threat modeling, common threat vectors, cryptography, malicious software, intrusion detection and prevention, physical security threats and recovery, operating systems, and secure software development will be explored through hands-on activities, coding assignments, and a research project. *Prerequisite: CSC 1720. Four credits.*

**CSC 3820. Penetration Testing.** This course explores the foundational concepts, methods and techniques in preparing and conducting penetration tests on computing systems, networks, and applications. Throughout the course students engage in hands-on experiences as they unravel complex

methods for exploiting common vulnerabilities in a variety of operating environments. Most importantly students learn how to construct a final report outlining discovered vulnerabilities, make suggested recommendations to remediate and/or mitigate those vulnerabilities. Students also learn how to describe the findings wherein non-technical personnel understand the ramifications of these vulnerabilities in a business sense. *Prerequisite: CSC 3810. Four credits.*

**CSC/MTH 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.*

**CSC 3940. System Security.** This is a practical course covering essential concepts related to security of systems. Particular focus will be given to systems thinking and associated engineering principles. Students will be immersed through hands-on work in vulnerability discovery, recreating how attacks against a system interact with such vulnerabilities, system administration tasks related to systems hardening, and security monitoring. Broadly, students will work on user account and privilege management, software management, systems configuration, workstation cloning, integration, and backups in a variety of systems environments. *Prerequisite: CSC 2410. Four 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 4820. Reverse Engineering and Malware Analysis.** This course exposes students to the fundamental problems, principles, and techniques in reverse engineering of software. Students will engage in static analysis techniques, disassembly algorithms, dynamic analysis techniques, automated static and dynamic analysis techniques, malware analysis techniques, anti-analysis techniques, and malware obfuscation and packing techniques. Many of the techniques will be demonstrated and practiced using industry standard tools. It also involves research opportunities to analyze new malware samples and firmwares, and develop new analysis tools. *Prerequisite: CSC 3940. Four 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.*

**DSC 2110. Data Visualization.** Data visualization is the graphical representation of information and data to effectively communicate trends and relationships. This course will utilize the R or Python programming languages to chart, graph, and map real-world datasets using current data visualization techniques. Best and worst visualization methods for specific types of data will be discussed. Current software packages used to create visualizations such as dashboards and infographics will also be introduced. *Prerequisite: CSC/STS 1600 or CSC 1610. Four credits.*

**DSC 4110. Data Management.** This course discusses the development, execution, and supervision of data management plans, policies, programs, and practices that control, protect, deliver, and enhance the value of data and information assets. The latest cloud computing technology and management of big data will be discussed. *Prerequisite: CSC 2212. Four credits.*

**DSC 4900. Data Science Capstone Project.** Through the capstone project, students will experience the integration of their chosen domain area with statistics and computer science/data content. The project should focus on the application of data science theory and techniques in a manner that is relevant and useful to the domain area to produce results that are statistically significant. Students are expected to consult with faculty within their domain area to select an interesting yet manageable data set and determine appropriate tools to be used in the analysis. *Prerequisite: Senior standing. Two credits.*

**ECE 1012. Introduction to Engineering Design and CAD/CAM.** Students engage in open-ended problem solving, learn and apply the engineering design process, and utilize industry standard technology and software. Includes basic concepts of engineering graphics, design and sketching and computer programming, research methodologies, manufacturing fundamentals, along with basic measurements and presentation of experiment results. Students apply 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 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 designed to introduce undergraduate engineering students to the concepts, theory, and practice of engineering ethics. It will allow students to explore the relationship between ethics and engineering and apply normative ethical theory and decision making to engineering issues encountered in academic and professional careers. Our society places a great deal of responsibility on its professionals and requires that they conduct themselves in a manner befitting to the place of prominence accorded to them by the community. *Prerequisite: ECE 1005 or CSC 1710, or permission of the instructor. Four credits.*

**ECE 2050. Ethics for the Engineering Profession.** There are few professions where ethical considerations are more important than that of engineering, where not only professional licensing but public safety may be affected. In this class, students explore both theory and practice of ethics as applied to engineering scenarios. The course includes examination of both historical case studies and contemporary issues. The emphasis is on developing an understanding of the ethical responsibilities of the engineering profession. *Prerequisite: ECE 1012 or CSC 1710. This course is intended for Engineering and Computer Science students. Exceptions by instructor approval. Four credits.*



**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 1012 or permission of the instructor. 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: MTH 1420 or MTH 1425 and permission of the instructor.*

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

**ECE 3105. Signals and Systems.** This course is an introduction to analog and digital signal processing, a topic that forms an integral part of engineering systems in many diverse areas, including seismic data processing, communications, speech processing, image processing, defense electronics, consumer electronics, and consumer products. The course presents and integrates the basic concepts for both continuous-time and discrete-time signals and systems. The following topics will be addressed: classifications of signals and systems, basic signal operations, linear time-invariant (LTI) systems, time-domain analysis of LTI systems, signal representation using Fourier series, continuous one-time Fourier transform, discrete time Fourier transform, and Laplace transform. *Prerequisites: ECE 2610 with a grade of C- or higher, MTH 2150. 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 2610 and ECE 3105, both with a grade of C- or higher. Four credits.*



**ECE 3401. Engineering Electromagnetics.** Introduction to engineering electromagnetics using vector calculus. Topics covered include engineering applications of static electric and magnetic fields, Maxwell's equations, boundary conditions, calculation of resistance, inductance and capacitance of basic structures, torque, uniform plane waves in media and free space, reflection and transmission at interfaces, propagation of guided waves, transmission lines and antennas. *Prerequisites: PHY 2020 and MTH 1425. 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 and either 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 hydro-electric 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 4400. Digital Signal Processing.** This course is an introduction to digital signal processing, as currently implemented in engineering practice. Coverage includes Linear shift-invariant systems, Digital networks, Digital filter design methods, Discrete transforms, Discrete random signal concepts, Quantization effects. *Prerequisites: ECE 3105 and STS 3005 with a grade of C- or higher. Four credits.*

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

**ECE 4510. Control Systems.** Analysis of linear control systems using classical and modern control theories. Plant representation, closed loop system representation, time response, frequency response, concept of stability, and root locus method. Design of feedback control systems and state space systems. Computer modeling and simulation of feedback systems. Intuitive control strategies. *Prerequisites: ECE 3105 and ECE 3610. Four credits.*

**ECE 4630. Solid State Devices.** An advanced study of semi-conductor devices, including frequency and transient response of single- and multi-stage amplifiers, tuned amplifiers, and negative feedback amplifiers. *Prerequisites: ECE 4200 with a grade of C- or higher, MTH 2150 or MTH 3410. Four credits.*

**ECE 4650. Real Time and Embedded Systems.** The fundamentals of embedded and real-time system hardware and firm-ware 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 microprocessor based digital system design and interfacing. *Prerequisites: ECE 2605 & ECE 3610. 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, super-scalar, 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 4810-4815. Student Internship.** *Three, four, six, eight, ten, or twelve 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. Prerequisites: ECE 2014 or ECE 2050; ECO 2050 or ECE 2070; ECE 4200; Senior standing. Two 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. Two credits.*

**MTH 1010. Functions and Graphs.** By creating, using, and interpreting graphs, students will investigate real world applications of linear, exponential, power, and logarithmic functions. Topics will include scientific notation, units and significant figures, curves and data, and systems of equations. *Not open to students who have credit for any other mathematics course. Four credits.*

**MTH 1110. The Math of Life.** An exploration of mathematical topics encountered through life. Selected topics may include the mathematics of: fair division of assets, voting and representation, saving and spending money, interpreting data in the news, sports, planning routes, networks, scheduling, gambling, the arts, and nature. *Four credits. [QUANT]*

**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. [QUANT]*

**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. [QUANT]*

**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. [QUANT]*

**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. [QUANT]*

**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 interrelationships 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. [QUANT]*

**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 1410 or MTH 1415 with a grade of C- or higher. Four credits.*

**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 interrelationships 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.*

**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.*

**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.*

**MTH 2350. Math for Data Analytics.** A course covering topics in linear algebra and multivariable calculus that are important for advanced coursework in Data Analytics and Statistics. Linear algebra topics include vector/matrix operations, systems of equations, norms, linear independence, basis, change of basis, and eigenpairs. Multivariable calculus topics focus on functions of several variables and include partial derivatives, gradients, extrema, optimization, Lagrange multipliers, and multiple integration. This course emphasizes computation and an appropriate programming language, such as R/Python, will be used. *Prerequisites: MTH 1420 and either STS/CSC 1600, CSC 1705, or CSC 1610. Four credits.*

**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.*

**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/CSC 3010. Cryptography.** This course is an introduction to the mathematical foundations of cryptography and cryptanalysis. Topics include elementary number theory, classical and modern symmetric key cryptosystems, public key cryptography, primality tests, factoring algorithms, hash functions, and digital signatures. Selected further topics may include security protocols, digital cash, elliptic curve cryptography, or quantum cryptography. *Prerequisites: CSC 1710, MTH 2210 or CSC 2342. Four credits.*

**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 toward 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 21<sup>st</sup> 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 1150. Statistical Literacy.** Statistics is a powerful tool for reasoning with data; it can be used to draw conclusions about politics, health, education, science, and many other subjects. This course will introduce fundamental ideas in statistics and help students apply their knowledge of statistics to critically analyze real-world statistical claims. We will use a case studies approach to develop and explore all topics in the course. *Four credits. [QUANT]*

**STS/CSC 1600. Introduction to Data.** This course provides an introduction to the exploration and analysis of data. Topics include basic programming concepts, transforming data into a usable form, creating visualizations, constructing and assessing predictive models, and examining ethical issues surrounding the use of data. An appropriate programming language, such as R or Python, will be used. *Four credits. [QUANT]*

**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.** 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 using traditional and simulation based methods, chi-square tests, and simple linear regression. An appropriate programming language, such as R or Python, will be used. *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 2950. Biostatistics.** This course demonstrates the uses of statistical methods in biology with applications including health care, medicine, epidemiology, and neuroscience. No prior knowledge in biology is assumed. Topics include experimental design and common data types in biological sciences, probability, Bayes Theorem, inference involving numerical and categorical data, regression methods, non-parametric tests, parameter estimation, survival analysis, and an introduction to longitudinal data analysis. Appropriate statistical software will be used. *Prerequisites: STS 2020 and MTH 1400 with a grade of C- or higher in each course, or STS 2910 with a grade of C- or higher. 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.** A second course in statistics building on topics covered in STS 2910. Topics include the analysis of variance, multiple regression, and logistic regression. An appropriate programming language, such as R or Python, will be used. *Pre-requisites: 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 data mining and statistical machine learning. Topics include data exploration, regression and classification, assessing model accuracy, resampling methods, model selection and regularization, and tree-based methods including boosting, bagging, and random forest. *Prerequisites: STS 3110 and either MTH 2310 or MTH 2350. 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. Time Series and Forecasting.** 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 3710. Collaboration in Data Analytics.** This course focuses on effective interdisciplinary collaboration. Students will develop the communication and collaboration skills necessary to apply technical data analytics skills to help domain experts answer research questions. Topics include communicating statistical ideas, structuring and leading collaboration sessions, creating statistical analysis plans, managing difficult conversations, working collaboratively to solve problems, and ethical considerations of collaboration. *Prerequisite: STS 3110 or STS 3210 or STS 2950 or PSY 3100 or ECO 4150. Two 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.** Additional topics in data mining and statistical machine learning. Topics include anomaly detection, dimension reduction, support vector machines, neural networks, association rules, and clustering. *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 4710. Data Analytics and Statistics Capstone.** This capstone course provides students with a comprehensive learning experience that integrates and expands upon knowledge from previous learning experiences in order to prepare students for future professional endeavors. Through a semester long project, students will engage in the process of identifying a research question, procuring and processing data, re-searching and applying appropriate analytic methods, and communicating the results in a clear and comprehensible manner. *Prerequisite:* STS 3710 or permission of the instructor. *Four credits.*

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







# THE CONGDON School of Health Sciences

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The Congdon School of Health Sciences at High Point University comprises six outstanding departments.

- The Department of Athletic Training offers a Master of Science in Athletic Training degree that can be combined with the B.S. in Exercise Science and completed in only 5 years. Students will be fully prepared for a rewarding career in athletic training by (a) completing a curriculum that is rooted in basic sciences, emergency care, orthopedic injury assessment and diagnosis, and therapeutic interventions, and (b) providing direct patient care through participation in six clinical rotations .
- The Department of Exercise Science prepares individuals for employment in a variety of settings related to exercise physiology, biomechanics, athletic training, and health and wellness. It is also an excellent pre-professional program for students interested in entering athletic training, 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 Medical Sciences houses several programs, including the Doctor of Medical Science program (D.M.S.), the Masters in Biomedical Sciences, and the Masters in Healthcare Administration. The D.M.S. program is the first post-professional doctoral program in the state of North Carolina and the first fully online academic program offered at High Point University. The D.M.S. degree is a post-professional doctorate designed to deliver rigorous educational experiences to physician assistants that build leadership skills and enhance evidence-based clinical practice that has enduring significance and positively impacts patient care in a constantly changing healthcare environment.
- The Department of Nursing prepares safe, competent, and diverse professional nurse leaders through education, scholarship, and evidence-based practice models with a focus on illness prevention, health promotion, and community engagement; with a commitment to life-long learning, diversity, inclusivity, equity, and extraordinary care for communities across the lifespan, using an interdisciplinary approach.
- 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 "Kevin R. Ford". The signature is written in a cursive, flowing style.

Kevin R. Ford, Ph.D.  
Dean of the Congdon School of Health Sciences



“He who has health has hope; and he who has hope has everything.”

– Arabic Proverb

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## THE CONGDON SCHOOL OF HEALTH SCIENCES

Dr. Kevin Ford, *Dean*; Dr. Jeff Taylor, *Chair, Department of Physical Therapy*; Dr. Jolene Henning, *Chair, Department of Athletic Training*; Dr. James Johnson, III, *Chair, Department of Physician Assistant Studies*; Dr. Linda Sekhon, *Chair, Department of Medical Sciences*; Dr. Cory Alcon; Dr. Ashley Bell; Dr. Colin Carriker; Dr. Jason Cossey; Dr. Christopher Craig; Mr. Nolan Crain; Dr. Steven Dischiavi; Dr. Alicia Emerson; Ms. Heather Garrison; Ms. Emily Godfrey; Dr. Scott Goodspeed; Dr. Donald Goss; Dr. Nancy Groh; Ms. Amber Hall; Dr. Renee Hamel; Dr. Haley Horbaly; Dr. Michele Jedlica; Dr. Melike Kahya; Dr. Sandra Keavey; Ms. Shelby Kirkpatrick; Dr. Paul Kline; Dr. Matthew Kuennen; Dr. Susan Lad; Dr. Shaun Lynch; Dr. Lance Mabry; Ms. Amy Maurer; Dr. Lauren McClellan; Dr. Rebecca Medendorp; Dr. Stephen Meyers; Dr. Kimmery Migel; Ms. Ashley Nursey; Dr. James Pampush; Dr. Jason Pelletier; Dr. Brett Pexa; Dr. Kimberly Reich; Dr. Braden Romer; Dr. David Sinacore; Dr. Erica Thornton; Ms. Karen Timbrook-Dillow; Dr. Roger Vaughan; Dr. Jeffrey Williams; Dr. Christopher Zoch; Dr. Lisa 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 practitioners, scholars, and healthcare professionals who are committed to providing evidence-based health 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 and compassionate practitioners, scholars, and healthcare professionals who are dedicated to life-long

learning and an interdisciplinary approach to achieving optimal outcomes.

### Values Statement

The core values that drive the Congdon School of Health Sciences are:

- compassion
- empathy
- student-centered education
- wellness
- collaboration
- transparency
- integrity
- collegiality
- community engagement
- diversity and inclusivity
- evidence-based client and patient services
- ethics
- professionalism
- life-long learning
- fiscal responsibility

## Department of Health and Human Performance

Dr. Colin Carriker; Dr. Haley Horbaly; Dr. Matthew Kuennen; Dr. Susan Lad; Dr. James Pampush; Dr. Kimberly Reich; Dr. Braden Romer; Dr. Dan Tarara; Dr. Roger Vaughan.

The Department of Exercise Science prepares individuals for employment in a variety of settings related to exercise physiology, biomechanics, athletic training, 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.)
- Health and Wellness (B.A.)

**Degree Requirements**

To graduate from High Point University with a degree from the Department of Health and Human Performance, students must complete the following:

B.S. in Exercise Science

Major Requirements.....	44 credits
University Core Requirements.....	36-44 credits
Electives.....	40-48 credits
TOTAL.....	128 credits

B.A. in Health and Wellness

Major Requirements.....	44 credits
University Core Requirements.....	36-44 credits
Electives.....	40-48 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. demonstrate understanding of anatomy, physiology, and discipline-specific foundational concepts in natural sciences to solve problems in exercise science and in the field of health sciences;
2. demonstrate understanding of methods to critically evaluate discipline-specific information on a scientific basis;
3. demonstrate understanding of the effects of acute and chronic physical activity/exercise on the body at both the cellular and organismal level (e.g., energy metabolism, neuroendocrine function, skeletal muscle physiology, and cardio-pulmonary responses);
4. demonstrate understanding of the mechanical aspects of human movement;
5. demonstrate understanding of the general principles of exercise prescription in healthy and diseased populations across the life span;
6. demonstrate competency in integrating cumulative knowledge of health screening and CVD risk factors, fitness testing and interpretation, and principles of exercise prescription per ACSM Guidelines;

7. demonstrate competency in critically evaluating field-specific evidence for scientific merit in advanced topics in exercise science and related fields;
8. demonstrate competency conducting a range of health-related physical fitness testing procedures (e.g., pre-exercise evaluation, blood pressure, heart rate, body composition, cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and providing interpretation of the results of such tests;
9. demonstrate competency in health screening and CVD risk factor screening, fitness testing and interpretation, and principles of exercise prescription consistent with ACSM Guidelines.

**B.S. in Exercise Science (44 credits)**

Exercise Science Core Requirements (20)

- BMC 2300. Biomechanics (4)
- EPY 2200. Exercise Physiology (4)
- EXS 2100. Analysis and Critique of Scientific Literature (4)
- EXS 3200. Exercise Testing and Prescription (4)
- PHS/BIO 2060/2061. Human Physiology/Lab (3/1)

Natural Science (8)

Select two courses from the following list:

- BIO 1500/1501. Principles of Cell Biology/Lab (3/1)
- CHM 1010/1011. General Chemistry I/Lab (3/1)
- PHY 1510/1511. Physics I/Lab (3/1)

Upper Division Selective Offerings (16)

Choose 16 credits from any of the following cognate areas. At least two of the four courses should be at the 4000-level: ANA, BMC, EPY, EXS, NTR, WEL.

**Students completing the B.S. degree in Exercise Science must take ANA/BIO 2070/2071. Human Anatomy/Lab (3/1) as their Natural Sciences General Education course.**



“Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.”

—Plato

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## Health and Wellness Major

### Student Learning Outcomes

Upon successful completion of the Health and Wellness Program at High Point University, students will:

1. Demonstrate foundational knowledge of the structure and function of the human body;
2. Demonstrate knowledge of healthy lifestyles across the lifespan as they relate to chronic disease prevention and management as well as optimal health and wellbeing: nutrition, physical activity, sleep, stress management, relationships, and substance use avoidance;
3. Recognize and apply information to make health decisions for oneself and others;
4. Demonstrate competence in applying principles of evidence-based practice;
5. Identify the contribution of social determinants and inequity to health and the cultural and ethical issues impacting communities' efforts to address health disparities;
6. Design health promotion programs for communities and communicate in ways that support autonomy, growth, and connection.

### B.A. in Health and Wellness (44 credits)

#### Core Requirements (28)

BIO/PHYS 2060/2061. Human Physiology/Lab (3/1)  
HED 1200. Nutrition and Healthy Living (4)  
HED 2100. Prevention and Substance Abuse (2)  
HED 2200. Human Sexuality and Relationships (2)  
HED 3100. Contemporary Health (2)  
WEL 1010. Stress Management (2)  
WEL 4400. Health Behavior Change (4)  
WEL 4425. Culture of Healthcare (4)  
WEL 4650. Physical Activity Epidemiology (4)

#### Electives (16)

Select four courses from the following list:

EXS 3100. Research in Exercise Science (4)  
EXS 3200. Exercise Testing and Prescription (4)  
EXS 4810-4815. Student Internship (4)  
HED 3300. Aging and life Choices (4)  
MGT 3600. Introduction to Healthcare Management (4)  
MGT 3620. Leading and Managing in Healthcare Organizations (4)  
NTR 3175. Advanced Nutrition for the Health Science Professional (4)  
NTR 4275. Sports Nutrition (4)  
PEC 2130. Healthy Living for the Elementary Child (4)  
PSY 3610. Health Psychology

SOA 3030. Health, Illness, and Medicine (4)  
WEL 4200. Exercise and Aging (4)  
WEL 4475. Culture of Fitness (4)  
WEL 4600. Culture of Obesity (4)  
WEL 4675. Body and Identity (4)

**NOTE:** No more than two courses in the elective pool can double count for fulfilling requirements in a declared major or minor.

**Students completing the B.A. degree in Health and Wellness must take ANA/BIO 2070/2071. Human Anatomy/Lab (3/1) as their Natural Sciences General Education course.**





## Department of Athletic Training

Dr. Jolene Henning, *Chair*; Dr. Nancy Groh; Dr. Brett Pexa; Dr. Erica Thornton.

### 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 as a major during the freshman year. Students will need to complete all the B.S. in Exercise Science 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 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<sup>†</sup>

##### Fall

BIO 1500/1501. Principles of Cell Biology/Lab (3/1)\*  
 ENG 1103. Academic Research and Writing (4)  
 EXP 1101. President's Seminar (1)  
 Fine Arts requirement (4)  
 MTH 1400. Pre-Calculus (4) **or** MTH 1410. Calculus (4)

**\*Note:** For pre-athletic training 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 (4)  
 EXS 2100. Analysis and Critique of Scientific Literature (4)  
 FYS 1000. First Year Seminar (4)  
 History Requirement (4)  
 P.E. Activity Course (1)

<sup>†</sup>Specific general education sequence may vary based on freshmen year placement and course availability.

#### Sophomore Year

##### Fall

ATR 1300. Medical Terminology (1)  
 CHM 1010/1011. General Chemistry I/Lab (3/1)  
 English Literature. Requirement (4)  
 Foreign Language I Requirement (4)  
 PSY 2000. Introduction to Psychology (4)

##### Spring

ANA/BIO 2070/2071. Human Anatomy/Lab (4)  
 ATR 2100. Responding to Emergencies (2)  
 EPY 2200. Exercise Physiology (4)  
 Ethics Requirement (4)  
 Foreign Language II Requirement (4)

##### Summer<sup>†</sup>

Social Science II Requirement (4)  
 General Education Course (4)

<sup>†</sup>Summer school may not be required, depending on whether students matriculate with results of placement tests, acceptance of advanced placement credit, etc. Student should work closely with their advisors to determine if summer school will be required.

#### Junior Year

##### Fall

ATR 2200. Clinical Observation in Athletic Training (1)  
 NTR 4275. Exercise and Sport Nutrition (4)  
 PHY 1510/1511. General Physics I/Lab (3/1)  
 EXS Upper Division Elective (4)  
 Global Studies Requirement 3000-level or above (4)

##### Spring

BMC 2300. Biomechanics (4)  
 EXS 3200. Exercise Testing and Prescription (4)  
 Choose any two EXS Upper Division Electives (8)

#### 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.

## Department of Medical Sciences

Dr. Linda Sekhon, *Chair*; Dr. Scott Goodspeed, *Director of the Master of Healthcare Administration Program*; Ms. Emily Godfrey, *Interim Director of the Master of Science in Biomedical Science Program*; Dr. Haley Horbaly; Dr. Shaun Lynch.

Consisting of three graduate degree programs, The Department of Medical Sciences programs provide leadership and management life skills required to impact patient care in meaningful ways. The field of medicine is constantly innovating and adapting to meet the changing demands of a complex healthcare environment. Programs offered in the Department of Medical Sciences are designed to prepare medical providers, administrators, and students preparing to transition into the health professions to meet these demands.

With a strong commitment to teaching and research, programs are designed to deliver high quality courses at the master's and doctoral levels with a focus on expanding the student's scholarly knowledge base, enhancing problem solving skills and furthering leadership abilities.

### Doctor of Medical Science

The Doctor of Medical Science (D.M.S.) degree is a program of study designed to supplement the knowledge base of Physician Assistants (PA) and equip them to innovate, lead, and make decisions to improve patient care and healthcare delivery. Several health professions (e.g., pharmacy, physical therapy, occupational therapy, nursing) have already transitioned towards doctorate level education by advancing knowledge in the context of the workplace. Given that healthcare delivery continues to shift towards improved quality of care and patient outcomes, PAs must possess the information and skills to provide safe, efficient, and effective care. The D.M.S. degree is a natural evolution of the rigorous and intensive PA curriculum offered in entry level PA programs. In fact, we believe that PAs already provide a high level of medical care and D.M.S. programs should not teach you what you already know. Instead, the D.M.S. should build upon your existing knowledge by augmenting education focused on strengthening the application of evidence-based medicine and developing business, education, and leadership skills. As a result, this enhanced skill set focused on knowledge application and improving communication, problem solving, and critical thinking will create opportunities for increased decision-making and upward professional mobility.

#### Undergraduate Preparation

Although the D.M.S. degree is designed specifically for practicing physician assistants, undergraduate students interested in this career path are advised to meet with their academic advisors as they being to prepare for future careers as PAs.

### Master of Biomedical Sciences

The field of biomedical science applies biology-based science to the healthcare industry. Biomedical science refers to a set of sciences ranging from the DNA-to-system level that are aimed at developing new therapies, treatments, and technologies that can help with the management of diseases, illnesses, and disabilities. With an emphasis on understanding the complexities of human health from a variety of intertwined disciplines such as biochemistry, immunology, microbiology, neuroscience, pathology, and pharmacology, biomedical sciences is one of the most universal degrees in healthcare and can be used as a gateway or steppingstone into the health professions (M.D., Physician Assistant, D.M.D., etc.), academic and industrial research, policy, education, or science writing.

One of the greatest attractions of a biomedical science degree is that you will be exposed to a wide variety of content (both in terms of basic and clinical science) allowing your broad education to provide a skill set to be adaptable in the ever-changing scientific landscape. Biomedical science provides a holistic vision of human science, underpinned by relevant basic sciences including anatomy and physiology, cell biology, biochemistry, microbiology, genetics and molecular biology, and statistics that are taught from an interdisciplinary viewpoint. Leaving behind a narrow/siloed thought process will allow HPU students to navigate an increasingly collaborative and integrated science environment to ultimately address the changing needs in scientific discovery, research, and patient-centered care.

#### Undergraduate Preparation

As a biomedical scientist, you should have a strong desire to understand the inner workings of the human body. If you are someone who enjoys thinking about how the human body works, what drives innovation in human health, have an interest in how cells and tissues function or what happens when they are diseased, are intrigued by the unknown, and unafraid to work on new challenging problems then biomedical sciences will be a great fit for you. You need to be a life-long learner that wants to consistently navigate an increasingly collaborative and integrated science environment to ultimately address the changing needs in scientific discovery, research, and patient-centered care. Quantitative and analytical skills will be vital as you will encounter (and need to interpret) a lot of data and scientific literature. Moreover, you should be a creative thinker who enjoys attacking unanswered questions. Finally, in healthcare professions you will interact with a wide range of people, therefore, the desire to strengthen and build strong communication skills will be essential.

To be admitted to the Masters of Biomedical Sciences program, undergraduate students should have broad exposure to a variety of courses, particularly in the natural and health sciences:

- *Biology.* Students should take 8 credits of introductory biological sciences with a lab. Examples include Cell/Molecular Biology and Genetics (both highly recommended), Zoology, Evolution, or Ecology.

- *Natural/Health Sciences.* Students should take 15-6 credits in a broad range of biomedical courses, including Biochemistry, Cellular Biology, Molecular Biology, Kinesiology, Immunology, Cancer Biology, Virology, Parasitology, and Neuroscience.
- *Anatomy and Physiology.* Students are advised to take one or more laboratory courses in Anatomy and Physiology, preferably at the sophomore level or higher.
- *Chemistry.* Students should take 16 credits in chemistry, including 8 credits in General Chemistry (with lab) and 8 credits of Organic Chemistry (with lab).
- *Mathematics.* Students should complete 4 credits of mathematics (at least up to Pre-Calculus). Statistics and/or Biostatistics are highly recommended.
- *Humanities.* Students should demonstrate evidence of liberal arts exploration by completing 8 credits of coursework in Ethics, Philosophy, Psychology, Sociology, History, Art, and Political Science.
- *Communication.* Students should demonstrate that they are proficient in oral and/or written communication by completing at least 4 credits of coursework in Composition, Speech, Literature, English, or other humanities courses that are writing intensive.

### Master of Healthcare Administration

The Master of Healthcare Administration (M.H.A.) program is offered fully online and brings the High Point University advantage of inspiring mentorship and real-world experiences into a flexible, and convenient virtual format. The M.H.A. program will prepare healthcare professionals with practical leadership skills, mentorship, critical thinking, and decision-making capabilities to advance their career in healthcare settings.

The M.H.A. is a 46-credit hour curriculum with students beginning in the fall, spring, and summer sessions. Courses such as Leading with Impact, Advanced Leadership, Healthcare Finance, Human Resources in Healthcare, Healthcare Information Technology, Organization Culture, The Economics of Healthcare, and Organizational Communications are included in the competency-based curriculum. In addition, an optional International Immersion course will give the M.H.A. students an opportunity to experience healthcare in another country.

#### Undergraduate Preparation

Successful administrators are multi-taskers and highly flexible managers who possess a wide variety of skills. Accordingly, they are ready to work not only as hospital administrators but also as CEOs of clinics, mental health facilities, and nursing homes. Careers like these require competencies in public policy, law, economics, and human resources, so students interested

in healthcare administration should consider a wide range of undergraduate majors, including:

- *Biological Sciences.* Through coursework in the biological sciences, students will become familiar with how the human body functions, sustains itself, and interacts with pathogens and medical treatments, all of which is important for healthcare administrators to understand.
- *Clinical Sciences.* Students with undergraduate coursework associated with the clinical professions (e.g., medicine, physician assistant studies, nursing, nurse practitioners, physical therapy, etc.) are particularly well-suited to careers as healthcare administrators. Understanding how and why healthcare providers do what they do is an important component of being able to manage healthcare facilities effectively.
- *The Humanities.* Certain humanities major programs, such as psychology, anthropology, and sociology, can be quite useful in the medical field. Humanities studies can provide students with the knowledge and skills necessary to interpret the ways that people (and society at large) respond to health disasters, medical science, and emergent forms of treatment.
- *Business.* Successful health care administrators should have a solid understanding of business, management, and finance. A savvy undergraduate student would do well to take at least some coursework in these important areas.





## Department of Physician Assistant Studies

Dr. James Johnson, *Chair*; Dr. Ashley Bell; Dr. Jason Cossey; Dr. Christopher Craig; Mr. Nolan Crain; Ms. Heather Garrison; Ms. Emily Godfrey; Ms. Amber Hall; Dr. Michele Jedlica; Dr. Sandra Keavey; Ms. Shelby Kirkpatrick; Ms. Amy Maurer; Ms. Ashley Nursey; Ms. Karen Timbrook-Dillow; Dr. Jeffrey Williams.

### Master of Physician Assistant Studies

Physician Assistants (PAs) are health-care professionals who are credentialed nationally and licensed by individual states to practice medicine in a collaborative relationship with a supervising physician. PAs must graduate from a program accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in order to sit for the national accreditation examination administered by the National Commission on Certification of Physician Assistants (NCCPA). Within the physician-PA relationship, PAs provide patient-centered medical care services as a member of a health care team. PAs practice with defined levels of autonomy and exercise independent medical decision making within their scope of practice. PAs practice medicine providing diagnostic and therapeutic services in all practice settings. PAs may also be involved in medical research, medical education, and health care administration at various levels. All 50 states have enacted legislation granting prescriptive privileges to PAs. The physician-PA team enhances both access to and delivery of high-quality health care. PAs must possess strong cognitive and skill-based attributes and must function with the highest ethical standards in the delivery of health care to their patients.

The PA role demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to patient confidentiality and a commitment to patient welfare are essential attributes.

Physician assistants are educated in areas of basic medical science, clinical medicine, and clinical decision making. PAs practice in ambulatory, emergency, inpatient, and long-term care settings. PAs deliver health care services to diverse patient populations of all ages with a range of acute and chronic medical and surgical conditions, requiring the knowledge and skills to allow them to function effectively in a dynamic health care environment.

### Program Mission

The mission of the High Point University Physician Assistant Studies program is to deliver a student-centered, experiential

curriculum grounded in high academic and ethical standards. The program strives to develop compassionate PAs who are self-directed, lifelong learners prepared to provide evidence-based, patient-centered care as members of an interprofessional health care team.

### Program Vision

The vision of the High Point University Physician Assistant Studies Program is to be a national leader in PA education recognized for excellence in curriculum innovation, scholarship, and community engagement.

### Undergraduate Preparation

To be admitted to the Masters of Physician Assistant Studies program, undergraduate students should have broad exposure to a variety of courses, particularly in the natural and health sciences:

- *Anatomy and Physiology*. Students should take 7 credits of human anatomy and physiology. This requirement may be met by taking either one semester of Anatomy and one semester of Physiology, or two semesters of Anatomy and Physiology combined.
- *Biological Science*. Students should take 14 credits of biology coursework, including:
  - 8 credits of introductory biological sciences. This requirement may be met through lower-level biology courses for science majors, or upper-level biology courses. All courses must include a laboratory component. Basic biology courses should include a strong background in cell biology, genetics, and immunology
  - At least 3 credits of upper-level biology, including (but not limited to) Cell Biology, Genetics, Molecular Biology, Histology, Immunology, Virology, Embryology, and Biochemistry. Select courses from other disciplines (e.g., biomechanics within an exercise science major) will be acceptable for meeting this requirement.
  - At least 3 credits of Microbiology with a laboratory component.
- *Chemistry*. Students should take 8 credits of Chemistry, including 4 credits of General/Inorganic Chemistry and another 4 credits of additional chemistry coursework. Each chemistry course should have a laboratory component.
- *Psychology*. Students should take at least 3 credits of psychology. Recommended courses are Developmental Psychology and/or Abnormal Psychology.
- *Statistics*. Students should take at least 3 credits of statistics coursework.

- *Humanities and Social Sciences.* Students should take 9 credits of coursework in the humanities and social sciences. Coursework must include one upper-level course that focuses on developing a deeper understanding of the human condition including, but not limited to: anthropology, economics, ethics, history, political science, psychology, public health, religion, or sociology.

### Technical Standards

As they work to complete their undergraduate studies, students interested in pursuing High Point University's Master of Physician Assistant Studies program should keep the following technical standards in mind. These standards are intended to ensure that students have the requisite skills and abilities to undertake rigorous graduate study in the health sciences.

- *Observation.* Students must be able to:
  - observe demonstrations and visual presentations in lectures and laboratories.
  - observe patients accurately and completely both at a distance and closely.

This standard requires functional vision, hearing, and somatic sensation.

- *Communication.* Students must be able to:
  - perceive nonverbal communication, speak intelligibly, hear sufficiently, and observe patients in order to elicit information.
  - elicit and transmit patient information in oral and written English to members of the health care team.
  - communicate effectively and sensitively with patients.
  - demonstrate reading skills at a level sufficient to accomplish curricular requirements and provide clinical care for patients.
  - be capable of completing appropriate medical records and documents in written and electronic form in a thorough and timely manner.

*Sensory and Motor Coordination and Function.* Students must:

- possess motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures.
- be able to execute motor movements required to provide basic medical care. Examples of basic medical care include, but are not limited to: airway management, placement of catheters, suturing, phlebotomy, application of sufficient pressure to control bleeding, simple obstetrical maneuvers, etc. (Such actions require coordination of gross

and fine muscular movements, equilibrium, and functional use of the senses of touch and vision).

- be able to manipulate equipment and instruments to perform basic laboratory tests and procedures.
  - be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and necessary to receive educational training.
- *Intellectual-Conceptual, Integrative, and Quantitative Abilities.* Problem solving is the critical skill demanded of Physician Assistants. This requires that students have the ability to measure, calculate, reason, analyze, and synthesize. Students must:
    - be able to incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans.
    - be able to independently access and interpret medical histories or files.
    - identify significant findings from history, physical examination, and laboratory data.
    - provide reasoned explanations for likely diagnoses and prescribed medications and therapy.
    - recall and retain information in an efficient and timely manner.
  - *Behavioral and Social Attributes.* Students must:
    - possess the ability to use their intellectual capacity, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis under potentially stressful and/or emergency circumstances.
    - be able to accept criticism and respond by appropriate modification of behavior.
    - be able to develop mature, sensitive, and effective relationships with patients and colleagues.
    - have a high level of compassion for others with sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems.
    - be able to adapt to changing environments and to learn in the face of uncertainties inherent in the practice of medicine.
    - be able to use supervision appropriately and act independently, when indicated.

*Technological compensation can be made for some disabilities in certain areas, but students should be able to perform in a reasonably independent manner.*

## Department of Physical Therapy

Dr. Jeffrey Taylor, *Chair*; Dr. Cory Alcon; Dr. Steven Dischiavi; Dr. Alicia Emerson; Dr. Donald Goss; Dr. Renee Hamel; Dr. Paul Kline; Dr. Lance Mabry; Dr. Lauren McClellan; Dr. Rebecca Medendorp; Dr. Kimmy Migel; Dr. Jason Pelletier; Dr. David Sinacore; Dr. Lisa Zukowski; Dr. Christopher Zoch.

### Doctor of Physical Therapy

Physical therapists (PTs) are valued members of healthcare teams. The scope of the profession is very broad, including roles with populations with musculoskeletal, neurological, cardiovascular and pulmonary, integumentary conditions. PTs work with patients across the lifespan and can be found in various specialty areas including sports, orthopaedics, pediatrics, geriatrics, acute and intensive care, vestibular, oncology, pelvic health, and many more. As the movement experts in the healthcare system, PTs analyze, diagnose, and intervene on movement disorders, helping their patients achieve maximal functional ability.

High Point University's Doctor of Physical Therapy program includes a curriculum that trains students to become clinicians to excel in each of these mentioned areas. The curriculum focuses on hands-on experiential learning through clinical education experiences early and often throughout the curriculum. The Department's facilities, including the Human Biomechanics and Physiology Lab, the Virtual Reality and Clinical Gait Analysis Laboratory, and the Pro Bono Physical Therapy Clinic allow students to learn from expert clinicians and researchers while being exposed to innovative technology and treatment methods.

The three-year, graduate level degree results in a Doctor of Physical Therapy (DPT) degree after which program graduates need to pass a national licensure examination to practice independently.

### Undergraduate Preparation

To be successful in High Point University's D.P.T. program, undergraduate students should have broad exposure to a variety of courses, particularly in the natural and health sciences. There is no requirement for a specific undergraduate major; however, to be eligible for admission to the DPT program, students must have passed the following courses:

- Anatomy and Physiology (with laboratory component; 6 credits)
- Biology (with laboratory component; 8 credits)
- Chemistry (with laboratory component; 8 credits)
- Physics (with laboratory component; 8 credits)
- Statistics (biostatistics preferred; 3 credits)
- Psychology (abnormal and developmental psychology preferred; 6 credits)
- English Composition/Writing (3 credits)

## Course Descriptions

**ANA 2010. Functional Anatomy of Dance.** This course will focus on human musculoskeletal anatomy and take a regional approach to this content, focusing on muscle action and concomitant movements at the relevant joints, and combining these together at the end to explore full-body movement. Therefore, the course incorporates both anatomy and kinesiology concepts, and this material will be reinforced with both in-class movement exercises and out-of-class movement observations/write-ups. In the post-modern era, any conceivable movement can be constructed as dance, even if it does not "fit" into traditional concepts as such. In practice, this means that for any given exercise, explaining the movements and musculoskeletal components necessary to execute a jump shot is just as valid as a pirouette, and we cultivate this open-minded attitude to the scientific study of dance. *Four credits.*

**ANA/BIO 2070. Human Anatomy.** This course is the lecture component of Human Anatomy and will provide students with a foundational understanding of anatomical terminology and the three-dimensional relationships of structures within the human body. *Corequisite: ANA/BIO 2071. Three credits. [NTSCL]*

**ANA/BIO 2071. Human Anatomy Laboratory.** This course is the laboratory component of Human Anatomy and is designed to provide students with lab-based experiences relating to a survey of human anatomical structures and systems. Laboratory sessions may employ a variety of instructional mediums including anatomical models, interactive electronic programs, cadaveric prosecution, and dissection of a representative animal. *Corequisite: ANA/BIO 2070. One credit. [NTSCL]*

**ANA/BIO 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 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. *This course has an application process and enrollment is prioritized based on academic standing, overall GPA, and past performance in Human Anatomy. Prerequisites: ANA/BIO 2070/2071 with a minimum grade of B- and permission of the instructor. 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.** Experiential learning course in athletic training. This course requires students to observe healthcare professionals in common athletic training settings. Students can explore the roles, responsibilities, and career options for athletic trainers. This course requires students to obtain a minimum of 50 hours in experiential learning in the assigned athletic training settings. *One credit. [EXPLN]*

**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 4845/5345. Collegiate Sports Medicine I.** This 14-week clinical rotation focuses on the health care needs of collegiate 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 collegiate athletes in the immediate Piedmont Triad region. *Prerequisite: Admission to MSAT program. Two 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, preparticipation physical examinations, injury prevention concepts, and documentation. *Prerequisite: Admission to the MSAT program. One credit.*

**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). *Prerequisites: Admission to the MSAT program. Five credits.*

**ATR 4915/5215. Musculoskeletal Assessment and Diagnosis I.** 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. *Prerequisite: Admission to MSAT program. Corequisites: ATR 4916/5216 and ATR 4925/5225. 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. *Prerequisite: Admission to MSAT program. Corequisites: ATR 4915/5215 and ATR 4925/5225. 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. *Prerequisite: admission to MSAT program. Corequisites: ATR 4915/5215 and ATR 4925/5225. Two credits.*

**ATR 4918/5218. Clinical Imaging Techniques.** Clinical imaging is an important complement to the diagnostic process for patients presenting to athletic trainers with musculoskeletal pain and disorders. This course will explore the various imaging modalities that are commonly used in musculoskeletal practice and discuss the relevance of these tests to athletic training practice, including plain film radiography, CT, MRI, bone scan, and ultrasound imaging. Clinical indications, algorithms for the selection of appropriate tests, relative risk of imaging, and interpretation of results in the context of athletic training practice will be discussed. *Prerequisite: Admission to the MSAT program. One credit.*

**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. *Prerequisite: Admission to the MSAT program. Corequisites ATR 4915/5215 and ATR 4916/5216. 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 to 21 hours per week (minimum 200, maximum 300 per semester) participating in an inter-professional sports medicine team providing care to competitive high school athletes, with an emphasis on football and wrestling. *Prerequisite: Admission to MSAT program. Two credits.*

**ATR 4999/5000. Gross Anatomy.** This course will provide future athletic trainers with a comprehensive understanding of the gross anatomy, function and integration of the neuromusculoskeletal system, with an emphasis on clinical problem solving related to common injuries and movement dysfunction. Course content will include dissection of the upper and lower limbs, vertebral column, and the head/neck with an emphasis on the musculoskeletal system, relevant aspects of the nervous system and vasculature. Abdominal and thoracic cavities will be examined via prosection. *Prerequisite: Admission to MSAT program. Five credits.*

**BIO/PHS 2060. Human Physiology.** This course is the lecture component of Human Physiology. It provides students with a fundamental understanding of human physiology using a systems approach (i.e. cardiovascular, pulmonary, musculoskeletal, nervous, etc). This course discusses the physical and chemical mechanisms by which human systems function with a focus on homeostasis, a dynamic equilibrium regulated locally and by neural and endocrine systems. Some pathologies are covered to better understand normal function. *Corequisite: BIO/PHS 2061. Three credits. [NTSCL]*

**BIO/PHS 2061. Human Physiology Laboratory.** This course is the laboratory component of Human Physiology and is designed to provide students with lab-based experiences relating to multiple of physiology constructs. Students participate in non-invasive laboratory sessions that may employ a variety of instructional mediums including computer assisted data acquisition related to several systems (neuromuscular, cardiovascular, pulmonary, renal, etc.). *Corequisite: BIO/PHS 2060. One credit. [NTSCL]*

**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. *Prerequisite: 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. *Prerequisite: BMC 2300 or permission of the instructor. 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. *Prerequisite: BMC 2300 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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 1012. Fellows Freshman Seminar.** An introduction to the field of exercise science and its sub-disciplines, discussion regarding careers within the field, discipline-specific organization, graduate school pathways, professional decorum, and networking. *Course is offered in the spring and is graded Pass/Fail. Prerequisite: Students are only allowed to enroll if they are Exercise Science Fellows. One credit.*

**EXS 1030. Exercise Science Fellows Junior Seminar I.** An active learning course designed to augment leadership and professional development of an Exercise Science Fellow. Specifically, students will focus on establishing a digital professional presence, planning steps for future careers or graduate programs, and graduate school preparation. Furthermore, students will develop leadership, teamwork, and creativity skills as cohorts begin the development of their Senior Cohort Community Service project(s). *Prerequisite: Exercise Science Fellows only. Course is graded Pass/Fail and is offered in the fall semester. One credit.*

**EXS 1032. Exercise Science Fellows Junior Seminar II.** This course will continue to expand on leadership and professional development of an Exercise Science Fellow that began with EXS 1031. Furthermore, Fellows will begin the process of planning the Senior Exercise Science Fellows project, a community service-based project related to exercise, wellness, and health behavior. *Prerequisite: Exercise Science Fellows only. Course is graded Pass/Fail and is offered in the fall semester. One credit.*

**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. [EXPLN]*



**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 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 reevaluation strategies. Students will focus their attention toward applying the above content areas toward the training of athletes. *Prerequisite: EXS 2200 and BMC 2300. Four credits.*

**EXS 3850. Integrated Sport Science.** This course will provide the knowledge and skills in the basics of sport science. Students will develop theoretical, practical, and analytical skills necessary for athlete and sport programming management. Furthermore, students will learn how to develop and implement a sport science testing and data analysis program. *Prerequisites: EPY 2200 and 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. *Prerequisites: CHM 1010/1011 with a minimum grade of D, or permission of the instructor. 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 2010/2011. *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 2010/2011. *Four credits.*

**WEL 1010. Stress Management.** An introduction to the nature, determinant causes, and the physiological and psychological reactions to stress. The stress process will be studied as related to general wellbeing, health, disease, and quality-of-life across the lifespan. The course will incorporate theoretical and applied constructs relating to both the assessment of and practice of a variety of physiological, cognitive, and behavioral stress management techniques. *Two 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. *Prerequisite:* 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.* [EXPLN]

**WEL 4425. Culture of Healthcare.** The focus of this course is a critical deconstruction of the various sociological perspectives on illness, disease, and health and their impact on the psychological and physical components of the clinician/patient interaction. This will allow for an understanding of the experiential differences in healthcare as a result of race, class, gender, and disease/diagnosis, among others. Finally, a consideration of the importance of culture to the scholarly and applied fields of healthcare will be examined. *Prerequisite:* Junior Standing. *Four credits.*

**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.*

**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 and EXS 2100, or permission of the instructor. *Four credits.*

**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.* [DVSTY]



# School of Humanities & Behavioral Sciences

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As the liberal arts heart of the University, the School of Humanities and Behavioral Sciences offers nearly unlimited opportunities for exploration and development in critical reflection, ethical deliberation, aesthetic appreciation, and the essential disciplines of human knowledge. With departments in the performing arts, humanities, and social sciences, the School offers much to spark your interest. So much, in fact, that to benefit fully from the broad array of learning opportunities, our students often end up pursuing more than one major, or adding a minor or two in varied disciplines. Couple these interesting programs of study with options for international travel, undergraduate research, and service learning and you have as engaging and fulfilling an academic experience as you'll find anywhere.

In the School of Humanities and Behavioral Sciences, our focus is on developing the whole person, fostering deep engagement with faculty, and accentuating the connections among academic disciplines. We emphasize experiential learning and faculty-mentored study in a global, diverse, and inclusive learning environment. We prepare you to be a skilled communicator, collaborator, creative thinker, and a lifelong learner. We strengthen your ability to view the world from a variety of different—and sometimes conflicting—perspectives, and by so doing, we help you create the foundation for a well-lived life. As a student in the School of Humanities and Behavioral Sciences, you will develop the kinds of skills and habits of mind that will not only prepare you for your first job, but will also prime you for a lifetime of career success.

Along the way, the mentor-scholars who comprise the School's faculty will help you engage deeply and broadly with the liberal arts, through general education courses, participation in the arts, worship, global study, and different areas of specialized research. As influential leaders within their own diverse fields, our faculty members enrich the cultural and intellectual life of the university with their own widely acclaimed research, scholarship, and creative work. Because they believe that your success extends far beyond career aspirations, our faculty serve as active and engaged student advisors, collaborators, and guides for student research, performance, and engagement. At many institutions across the country, students have very little real interaction with their professors. At High Point University, our teacher-scholars are your partners in the learning process, and that makes all the difference in carrying out our promise to provide an extraordinary education, in an inspiring environment, with caring people.

I encourage you to explore the liberal arts at High Point University and to consider the many majors, minors, and pre-professional programs in the School of Humanities and Behavioral Sciences. We welcome your intellectual curiosity and look forward to showing you how the liberal arts equip you with the broad knowledge and transferable skills you will need to flourish in today's interconnected and changing world. We know you will emerge from your education at High Point transformed, imbued with thoughtfulness, resourcefulness, social responsibility, and ready to pursue the common good.

We intend to do nothing less than to inspire you to achieve greatness. If this sounds appealing to you, I invite you to discover your extraordinary potential in the School of Humanities and Behavioral Sciences.



A handwritten signature in black ink that reads "Ken D. Elston".

Ken D. Elston, M.F.A.  
Dean of the School of Humanities and Behavioral 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. Margaret Chrusciel; Dr. Scott Ingram; Dr. Kirsten Piatak; Ms. Kylee Runyan; Dr. Alec Szalewski.

### Programs of Study

- Criminal Justice Major (B.A.)
- 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.....	36-44 credits
Electives.....	52-44 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)

### Electives (12 credits)

Choose three courses from the following list:

- CRJ 1600. Victimology (4)
- CRJ 1700. Violent Crime in America (4)
- CRJ/WGS1800. Gender and Crime (4)
- CRJ 1950. Homicide (4)
- CRJ 2100. Cyber-Crime (4)
- CRJ 2500. Controlled Substances (4)
- CRJ 2700. Juvenile Justice (4)
- CRJ 2800. Police Operations (4)
- CRJ 3350. Criminal Evidence (4)
- CRJ 3500. Crime Scene Investigation (4)
- CRJ 3750. Sex Trafficking and Domestic Violence (4)
- CRJ 3800. International Criminal Justice (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)
- NPL 3300. Counseling and the Helping Professions (4)
- PSC 3320. The Constitution, Civil Liberties and the Courts (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).



“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.”

## 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 mindset, 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. Gender 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 1950. Homicide.** This course explores the patterns and etiology of homicide. This includes explorations into those involved, the attributes of the offense and its types, how the system responds, and the theory behind these offenses. Homicide is a unique criminological and sociological phenomenon that involves a wide array of offenses. The focus of the course material will involve examinations and explanations of this phenomenon. *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.*

**CRJ 2200. Forensic Anthropology.** This course introduces students to the field of forensic anthropology and the role of forensic anthropologist in the investigation of crime. Particular attention is paid to what a forensic anthropologist can reveal during a homicide investigation which involves examination of human skeletal remains. The type of information that can be given to criminal investigators from a forensic anthropologist, such as the gender, race, height, weight, age, and other traits of a victim are reviewed, as well as how much information is determined. *Four credits.*

**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 3350. 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. [EXPLN]*

**CRJ 3750. 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. [EXPLN]*

**CRJ 3800. International Criminal Justice.** 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.*



## Department of English

Dr. Bryan Vescio, *Chair*; Dr. Laura Alexander; Dr. Joshua Bartlett; Dr. Charmaine Cadeau; Dr. Matthew Carlson; Dr. Justin Cook; Dr. James Cotton; Dr. Michael Flatt; Ms. Autumn Grosser; Mr. Robert Haas; Dr. Nathan Hedman; Ms. Jessica Higgins; Dr. Virginia Leclercq; Ms. Mary Ellen Martino; Dr. Lynne Murray; Dr. Timothy O'Keefe; Dr. Jacob Paul; Dr. Melissa Richard; Dr. Donna Scheidt; Dr. Matthew Schneider; Ms. Allison Walker; Dr. Elizabeth Way.

### 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 the following:

#### B.A. in English

Major Requirements.....	37 credits
University Core Requirements.....	36-44 credits
Electives.....	47-55 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 of the following:

- ENG 2122. Introduction to Creative Writing (4)
- ENG 2125. Introduction to Professional and Public Writing (4)
- One Literature Survey course (ENG 2720, ENG 2730, ENG 2820, ENG 2830) (4)

#### B. Required 2000-Level Course (4 credits)

Take any additional 2000-level course in English, except ENG 2200, ENG 2217, ENG/WGS 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)

#### E. Diversity Requirement

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)  
ENG 3130. The Publishing Toolkit (4)

Advanced Reading and Writing (4 credits)

ENG 4115. Advanced Creative Writing Studio (4)

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

ENG 2125. Introduction to Professional and Public 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 and Grant Writing (4)  
ENG 3130. The Publishing Toolkit (4)  
ENG 3150. Writing Analytics in the Data Revolution (4)  
ENG 4110. Digital Storytelling (4)  
ENG 4114. Topics in Rhetoric and Writing (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 and Grant Writing (4)  
ENG 3150. Writing Analytics in the Data Revolution (4)  
ENG 4110. Digital Storytelling (4)  
ENG 4114. Topics in Rhetoric and Writing (4)  
ENG 4120. Research in Writing Studies (4)  
ENG 4140. Community Writing (4)  
ENG 4150. Rhetoric, Identity, and Culture (4)

**IMPORTANT NOTE: Students completing the B.A. degree in English should consult with their advisor about scheduling major requirements in such a way that they do not overlap with their Humanities and Arts General Education Requirements.**





## 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 is part one of a two-part course. This course counts towards two out of the four credits required for the first-year writing general education requirement. Students must take ENG-1102 in a subsequent semester to fully meet the general education first year writing requirement. This course is specific to High Point University and cannot be transferred in from other institutions. *Two credits.* [FYWRT]

**ENG 1102. Invention and Analysis II.** This course is part two of a two-part course. This course counts towards two out of the four credits required for the first-year writing general education requirement. Students must take ENG-1101 in a previous semester to fully meet the general education first year writing requirement. This course is specific to High Point University and cannot be transferred in from other institutions. *Prerequisite: ENG 1101. Two credits.* [FYWRT]

**ENG 1103. Academic Research and Writing.** This course approaches writing as a social practice and a way to develop the dispositions necessary for growth. In addition to gaining practice in audience awareness, analytical writing, primary research, and multimodal composition, students can expect to learn strategies for finding, evaluating, and using sources for both everyday use and academic projects. *Prerequisite: Placement in ENG 1103. Four credits.* [FYWRT]

**ENG 1104. Academic Writing for English Language Learners.** This course provides a foundational understanding of academic English for the progression of Cognitive Academic Language Proficiency in English language learners, especially the domains of listening, speaking, reading, and writing. Students will engage with academic writing conventions such as summary, synthesis, analysis, and research. Throughout the course, students will bolster all these skills by practicing and refining basic grammar, usage, and mechanical skills of written academic English. *Four credits.* [FYWRT]

**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.* [ARTS]

**ENG 2000. Healing Words: Narrative Medicine for Mind and Body.** This course focuses on close reading and analysis of literary texts and addresses the ethical questions raised by narrative medicine. Through the study of narrative medicine, students are introduced to the ways literary texts generate meaning, and also to the various modes and strategies that

can be employed to interpret literature. 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 literary contexts. The course introduces students to some of the terms, critical approaches, and research methodologies necessary for literary study. *Four credits.* [DVSTY, HUMAN]

**ENG 2122. Introduction to Creative Writing.** Introductory instruction in analyzing, evaluating, and writing fiction, poetry, and creative non-fiction. Required of English Writing majors, this course should be taken by the end of the sophomore year. *Prerequisite: English 1102 or 1103. Four credits.* [ARTS]

**ENG 2125. Introduction to Professional and Public 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.* [EXPLN]

**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

"Literature is where I go to explore the highest and lowest places in human society and in the human spirit, where I hope to find not absolute truth but the truth of the tale, of the imagination and of the heart."

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.* [EXPLN]

**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 21<sup>st</sup> 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. The Literary Imagination.** 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.* [HUMAN, DVSTY]

**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.*

**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.* [HUMAN, DVSTY]

**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.* [DVSTY, HUMAN]

**ENG 2230. Literature and Community: Children's and Young Adult Literature.** Organized around a specific theme (such as globalization, ecolliterature, etc.), students will develop an understanding of the relationship between literature and contemporary society. This course focuses on close reading and analysis of literary texts as well as ethical questions raised by thematic content. *Four credits.* [HUMAN]

**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.*

**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.* [HUMAN]

**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.* [HUMAN]

**ENG 2730. British Literature II.** Surveys the major authors, texts, and traditions of British literature beginning with the 19<sup>th</sup> century. *Prerequisite: ENG 1102 or ENG 1103 or enrollment in the Honors Scholars Program. Course is normally offered every spring. Four credits.* [HUMAN]

**ENG 2820. American Literature I.** Surveys American literature from its 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.* [HUMAN, DVSTY]

**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.* [HUMAN, DVSTY]

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

**ENG 3000. HPU LifeLines Presents: FANFICTION.** In this course, students will think and write critically about fanfiction in general and about published fanfic in the fandoms they admire or participate in. Students will investigate the origins and characteristics of the genre, including its long history (was Shakespeare a fan?) its controversies (is Fifty Shades really just porn?) and the critical work it has inspired from pop culture critics worldwide. As a service-learning course, students will also lead creative arts therapy workshops based on the favorite fictions of local middle schoolers in an after-school program. Our goal is to foster a sense of community through the collaborative creation of fanfiction. Together, HPU students and Operation Xcel students will create fanfic that sparks joy in its creator and gives everyone an equal chance to step into the shoes of their favorite heroes, because as all fanfic writers know, the story isn't ever really over. *Four credits.* [ARTS, DVSTY, EXPLN]

**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 Writing.** Explores how language and texts shape social, professional, and political realities. The topic varies by instructor. Possible topics include language and gender, community literacy practices, law and rhetoric, freelance copywriting and editing, ghostwriting, podcasting, and advanced research. *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 and Grant 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.* [EXPLN]

**ENG 3130. The Publishing Toolkit.** In this course, students learn the basic skills and practices associated with book publishing. Each student will start their own literary press, which will teach them to: write a mission statement; name the press; acquire titles; organize and style manuscripts in Microsoft Word; typeset manuscripts in the industry-standard Adobe InDesign; design cover mechanicals; send final proofs to printers; market the book. The course will also teach students to think critically about publishing tools to increase the range of works one could consider including in their press's catalog, and thereby diversify the kinds of literature that can be printed and the forms that discourse can take. *Prerequisite: ENG 2122 or ENG 2125. Four credits.*

**ENG 3145. Rhetoric of Podcasts.** Podcasts are one of the fastest growing, and most influential, digital media. Harnessing the unique power of audio storytelling, podcasts offer audiences an extraordinary opportunity to expand their knowledge, challenge their assumptions, and interrogate the way they think. In this class, we will examine how the rhetoric of podcasts and the rhetorical situation of podcasts enables podcasts to successfully appeal to audiences and effectively deliver their message. To better understand the rhetorical effects of podcasts, students will read and discuss contemporary rhetorical studies, listen, respond, and analyze selected podcasts, and through project-based learning, students will apply rhetorical choices to sound-based projects. *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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**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. 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/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. [DVSTY, HUMAN]

**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. [DVSTY, HUMAN]

**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.

**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 3470. American Experimentalism: Not Just the White Guys.** What drives writers to innovate forms, hybridize genres, or otherwise "make it new," as Ezra Pound (one particularly well-known white guy) would have it? In this course, students will read a broad cross-section of experimental American writers of poetry and prose from the twentieth and twenty-first centuries, with a particular focus on women writers, writers of color, and LGBTQ+ writers. We will ask whether this compulsion toward the new is in any way an American impulse, what is American about it, in what ways we might re-imagine the avant-garde to include a more diverse array of perspectives, and what might be gained from doing so. Four credits. [TACXT]

**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/ Latina 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. Topics in Rhetoric and Writing.** Explores how language and texts shape social, professional, and political realities. The topic varies by instructor. Possible topics include language and gender, community literacy practices, law and rhetoric, freelance copywriting and editing, ghostwriting, podcasting, and advanced research. *Prerequisite: ENG 1102 or ENG 1103, or enrollment in the Honors Scholars program. 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 4130. The Business of Editing.** To be effective communicators and empathetic readers, professional editors must develop a diverse set of skills. They must also understand the tools and technologies used within the publishing and editing market in order to meet the demands of their profession and be successful in the workplace. In this course, students will critically evaluate the field of editing in its multiplicity of iterations, including, but not limited to, copyediting, proofreading, freelance editing, editorial assisting, and writing consultancy. This course focuses on providing both general knowledge of this field as well as professional deliverables relevant to beginning work in the field. *Prerequisite: ENG 2122 or ENG 2125. 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.*





## Department of History

Dr. Frederick Schneid, *Chair*; Dr. Amanda Allen; Dr. Joey Fink; Mr. Anthony Jones; Dr. Michael Kennedy; Dr. Shannon Lator; Dr. Philip Mulder; Dr. Paul Ringel; Dr. 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.....	36-44 credits
Electives.....	36-44 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 perspective 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)

HST 2901. Historiography (4)

HST 4001. Senior Seminar (4)

One 2000-level history course in any thematic pathway (4)

Six 3000- or 4000-level history courses, four of which must be selected from the same thematic pathway (24)\*

One history elective (4)

\*Excludes HST 4001.

**Note.** History majors who matriculated prior to fall, 2020, may continue to follow the Regional Pathways curriculum reflected in their Bulletin of record.

### War and Revolution Pathway

HST 2103. The Second World War: A Global History (4)

HST 2104. History of the Holocaust (4)

HST 2202. American Moments (4)

HST 2220. Revolutionary America (4)

HST 2230. Civil War & Reconstruction (4)

HST 2236. America's Vietnam War (4)

HST 2401. Athens & Sparta (4)

HST 2602. Revolutionaries and Dictators: Modern Latin America (4)

HST 3010. Homer and the Trojan War (4)

HST 3040. The Roman Near East (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 3242. War, Gender and the Military in U.S. History (4)

HST 3501. United States and East Asia (4)

HST 3511. Revolutionary China (4)

HST 3702. The Arab-Israeli Conflict (4)

“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.”

### Empire and Nation Pathway

- HST 2103. The Second World War: A Global History (4)
- HST 2111. Britain, Pre-Roman to 1485 (4)
- HST 2112. Britain, 1485-Present (4)
- HST 2202. American Moments (4)
- HST 2212. Native Americans & Europeans: Encounters in Early America (4)
- HST 2220. Revolutionary America (4)
- HST 2235. U.S. in the World: American Foreign Relations (4)
- HST 2247. The Long Freedom Struggle (4)
- HST 2248. Black American Narratives (4)
- HST 2401. Athens & Sparta (4)
- HST 2405. Roman Emperors (4)
- HST 2406. The Christian Roman Empire (4)
- HST 2511. The Mandate of Heaven: A History of China (4)
- HST 2521. Japanese History (4)
- HST 2601. God, Gold, and Glory: Colonial Latin America (4)
- HST 2701. Modern Middle East, 1798-1945 (4)
- HST 3040. The Roman Near East (4)
- HST 3102. The Middle Ages (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: 1914-1945 (4)
- HST 3121. Modern Russia (4)
- HST 3221. The Atlantic World in Transition (4)
- HST 3521. The Rise of Modern Japan (4)
- HST 3601. Aztecs, Incas, Mayas and Pre-Columbian Civilizations (4)
- HST 3611. From Quetzalcoatl to Kahlo: A History of Mexico (4)
- HST 3701. United States and the Middle East since 1945 (4)

### Society, Culture, and Thought Pathway

- HST 2111. Britain: Pre-Roman to 1485 (4)
- HST 2112. Britain: 1485 to Present (4)
- HST 2201. American Identities (4)
- HST 2202. American Moments (4)
- HST 2212. Native Americans and Europeans: Encounters in Early America (4)
- HST 2215. Comparative Slavery and Bound Labor Systems (4)
- HST 2236. America's Vietnam War (4)
- HST 2240. U.S. Women's History (4)
- HST 2247. The Long Freedom Struggle (4)
- HST 2251. Hollywood and American History (4)
- HST 2401. Athens and Sparta (4)
- HST 2405. Roman Emperors (4)
- HST 2406. The Christian Roman Empire (4)
- HST 2501. American Sports Revolution (4)
- HST 2511. The Mandate of Heaven: A History of China (4)
- HST 2521. Japanese History (4)
- HST 3010. Homer and the Trojan War (4)
- HST 3102. The Middle Ages (4)

- HST 3104. The Renaissance (4)
- HST 3130. Victoria's Britain and Empire (4)
- HST 3212. American Thought and Culture (4)
- HST 3214. Place and Space in American History (4)
- HST 3218. Asian America (4)
- HST 3222. Enlightenment and Revelation: Rational and Irrational in America (4)
- HST 3231. Creating the American Consumer, 1850-1929 (4)
- HST 3241. American Women and the Urban Landscape (4)
- HST 3262. America Consumed: Mall Rats & Made in the USA (4)
- HST 3511. Revolutionary China (4)
- HST 3601. Aztecs, Incas, Mayas and Pre-Columbian Civilizations (4)
- HST 3611. From Quetzalcoatl to Kahlo: A History of Mexico (4)

### Global Encounters Pathway

- HST 2103. The Second World War: A Global History (4)
- HST 2212. Native Americans and Europeans: Encounters in Early America (4)
- HST 2215. Comparative Slavery and Bound Labor Systems (4)
- HST 2235. U.S. in the World: American Foreign Relations (4)
- HST 2511. The Mandate of Heaven: A History of China (4)
- HST 2521. Japanese History (4)
- HST 2601. God, Gold and Glory: Colonial Latin America (4)
- HST 2602. Revolutionaries and Dictators: Modern Latin America (4)
- HST 2701. Modern Middle East (4)
- HST 3040. Roman Near East (4)
- HST 3107. The Age of Revolutions and the Birth of Modern Europe (4)
- HST 3108. Europe in Crisis, 1914-1945 (4)
- HST 3121. Modern Russia (4)
- HST 3130. Victoria's Britain and Empire (4)
- HST 3221. The Atlantic World in Transition (4)
- HST 3262. America Consumed: Mall Rats & Made in the U.S.A. (4)
- HST 3501. United States and East Asia (4)
- HST 3521. Rise of Modern Japan (4)
- HST 3701. The U.S. and the Middle East since 1945 (4)
- HST 3702. Arab-Israeli Conflict (4)

### Requirements for the Minor in History (20 credits)

Students who wish to minor in history must complete 20 credits in history with at least three 3000-level history courses.

**IMPORTANT NOTE: Students completing the B.A. degree in History should consult with their advisor about scheduling major requirements in such a way that they do not overlap with their Humanities General Education Requirement.**

## 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 evaluation of Western society, politics, culture, and ideas, will be examined. *Four credits.* [HUMAN]

**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.* [HUMAN]

**HST 1103. Topics in Western Civilization.** This course explores special topics in Western Civilization. *Four credits.* [EXPLN]

**HST 1104. War in the West from Rome to the Present.** This course is an exploration of war and society in Western Civilization from Rome to the present. The course will examine the nature of war and warfare, in addition to the social and cultural dynamic of conflict in the west. *Four credits.*

**HST 1105. The Marketplace in Historical Change.** This course is an analysis of economic factors and commercial activity in Western Civilization from the Ancient World to the present. These factors will be used as the prism through which the class will study the transformation of societies in Western Civilization. *Four credits.*

**HST 1201. American Beginnings [to 1800].** This course is a survey of Native American contact with Europeans, cultural interactions in the seventeenth and eighteenth centuries, and the Revolution that created the United States. *Four credits.* [TACXT]

**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.* [DVSTY, TACXT]

**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 20<sup>th</sup> century, paying particular attention to moments when popular, groundswell movements either bolstered America's strength or shook its very structures. Topics covered will include: the state and social reform; structural expansion (physical and economic/domestic and

international); (re)division of racial and gender roles; communist containment; the liberal arc and the reinvigorated right; and America's global role at the dawn of a new century. *Four credits.*

**HST 1401. Foundations of African History.** This course addresses the major themes in African history from earliest times through African independence. The course examines traditional African social, economic, religious, and political institutions, the African slave trade and the Continent's encounter with the West, the conquest of Africa, colonial rule, and decolonization and self-rule of African states. *Four credits.*

**HST 1501. Introduction to East Asian Civilization.** This survey aims to introduce students to the cultural foundations of East Asia. In a chronological order, it will illustrate and discuss the origins and evolution of East Asian traditions such as Confucianism, Daoism, Buddhism, Shinto religion and their role in shaping institutions such as the state and family. *Four credits.*

**HST 1601. Foundations of Latin American Civilization.** This course is a general introduction to the history and society of the region. Major topics to examine are the development of the pre-Columbian civilizations, the Spanish and Portuguese colonialism, the modern societies, and the current challenges of globalization. *Four credits.*

**HST 1701. Foundations of Middle Eastern History.** This course examines the history of the Middle East from the time of Muhammad and the establishment of Islam in the early 7<sup>th</sup> century, through the Arab conquest and the time of the Arab caliphates, the time of the Ottoman Empire, the age of European imperialism, and into the modern era. *Four credits.*

**HST 1714. Mediterranean Worlds.** This course is a survey of Mediterranean civilization from its foundations until the 17<sup>th</sup> century. It examines the evolution of Western society, politics, culture, and ideas by emphasizing its intellectual, economic, and political interaction with Near Eastern (Middle Eastern) and North African societies and cultures. *Four credits.* [HUMAN]

**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.* [HUMAN]

**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.* [HUMAN]

**HST 2111. Britain, Pre-Roman to 1485.** This course is a survey of Britain from the earliest times until the end of the War of the Roses in 1485. Featured will be studies of constitutional development, the role of religion, and interplay with the continent of Europe. *Four credits.* [HUMAN]

**HST 2112. Britain, 1485-Present.** This course is a survey of Britain and its empire from the Tudor ascendancy in 1485 to the present era. Featured will be studies of growth of parliament, the role of religion, the economic transformation of Britain, the creation and end of empire, and Britain as a world power. *Four credits.* [HUMAN]

**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.* [TACXT, DVSTY]

**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.* [TACXT, DVSTY]

**HST 2203. American Stories.** The story of America is made up from the stories of its people. Biographers, historians, and story tellers narrate American contexts with these lives. Let's listen and learn from a few American stories. *Four credits.* [TACXT]

**HST 2205. North Carolina: Perspectives on a State's History.** This course addresses selected topics in the history of the state of North Carolina, its people, and its role in national and international contexts. *Four credits.*

**HST 2212. Native Americans and Europeans: Encounters in Early America.** A study of exploration, exchange, and settlement as Native Americans and newcomers negotiated over territories and land usage, and a newly created United States developed continental ambitions. Students will explore the geography of expansion and land use, cultural clashes and exchanges, debates and negotiations over control, and many intermediary contested grounds. *Four credits.* [DVSTY, TACXT]

**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.* [DVSTY]

**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.* [DVSTY, TACXT]

**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.* [TACXT]

**HST 2227. The Struggle for Control: A History of American Business and Labor.** This course examines the rise of American industry across the 19<sup>th</sup> and early 20<sup>th</sup> 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 20<sup>th</sup> 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.* [TACXT]

**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.* [DVSTY, TACXT]

**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 post-colonial theory), containment, dependency theory, and globalization. *Four credits.*

**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.*

**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.* [DVSTY, TACXT]

**HST 2247. The Long Freedom Struggle.** 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.* [DVSTY, TACXT]

**HST 2248. Black American Narratives.** This course is a survey of Black American autobiographies from the 1840s through the 2000s. It provides students with the opportunity to study topics including slavery, segregation, and the Black freedom struggle through primary sources that offer perspectives they have rarely encountered before. Through their service learning work, students will have the opportunity to interview local members of the Black community and help them to create their own autobiographies. *Four credits.* [DVSTY, TACXT, EXPLN]

**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.* [DVSTY, TACXT]

**HST 2301. The Canadian Experiment.** This course examines Canadian history from the perspective of the peculiar arrangement of its population. Approximately 80% of Canada's population resides in a ribbon about one hundred miles deep and about three thousand miles wide. This pattern underpins the study of Canadian history and its institutions. *Four credits.*

**HST 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 5<sup>th</sup> 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.* [HUMAN]

**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.* [EXPLN]

**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 relationship 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 2501. American Sports Revolution.** This course is an overview of the role of sports in American history from the end of the Civil War to the end of World War II. This 80-year period was a time of rapid expansion for American society and for sports in the nation; it was also the period when playing and watching sports transformed from largely disreputable activities into nearly obsessive pastimes for much of the American population. This course will examine why those

shifts occurred and how they altered the lives of different groups of Americans. Recurring themes will include the relationship between sports and work, sports as an instrument for adapting to urban environments, sports as a means of Americanization for immigrants, changes in gender roles that resulted from growing enthusiasm for athletics and spectatorship, and the relationship between sports and the nation's expansion of legal and cultural segregation. *Four credits.* [DVSTY, TACXT]

**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 20<sup>th</sup> century. It will discuss and explain the emergence of the Chinese nation, the development of Chinese culture in the pre-modern period and the revolutionary transformation of Chinese culture in modern times. *Four credits.*

**HST 2521. Japanese History.** This course surveys the origins and evolution of the Japanese nation from ancient to modern times. It will illustrate and explain topics such as the beginnings of the Japanese nation, the rise of the Yamato state, Japanese adoption of Chinese culture in medieval times, the Meiji Revolution and Japan's self-destruction in the 20<sup>th</sup> century. *Four credits.*

**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.* [DVSTY, HUMAN]

**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.* [DVSTY, HUMAN]

**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.* [DVSTY, HUMAN]

**HST 2881, 3881, 4881. Special Topics.** Variable credit. May be repeated. *One to four credits each semester.*

**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 the 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 19<sup>th</sup> 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 history 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 (1<sup>st</sup> c. BCE – 7<sup>th</sup> 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- or 2000-level history course (excluding HST 2901). Four credits.*

**HST 3102. The Middle Ages.** This course will explore the historical development of Western Europe, the Byzantine Empire, and the Islamic Empire from the end of the Roman Empire to the Renaissance (ca. 400-1400). The course will use a cultural and political approach (through primary source readings) to analyze how this period directly impacted modern era advancements, such as language, art, poetry, and modern problems, such as classism, racism, and sexism. Students will also read and analyze different historiographical approaches from the medieval period to the present to chart how and why the scholarship on this topic has changed. Students will also establish their own historical interpretation on whether this period is accurately known as "The Dark Ages." *Prerequisite: One 1000- or 2000-level history course. Four credits.*

**HST 3103. Reformers, Radicals, and Resisters: The Reformation in Europe.** This course will chart the Reformation movement in Europe from its origins in Humanism to its legacy beyond the 16<sup>th</sup> century; in so doing, the course will show this movement was a pivotal shift from the Medieval to Early Modern Age. The course will look at the figures who challenged the religious and political power of the Medieval Church with diverse theological interpretations; the Church's response, how these ideas impact the rest of the European population with political and social consequences; and how this sparked questions about religious/political/social diversity in its own era and beyond its end. This course will rely on theological, cultural, and social historical methodologies. *Four credits.* [HUMAN]



**HST 3104. The Renaissance.** This course traces the historical path of classical antiquity from the medieval period until its recovery and advancements during the Italian Renaissance. Students will analyze the factors that caused the Renaissance and examine the immediate and long-term impact of the Renaissance phenomenon on societies, politics, art, culture, and ideas throughout Europe. *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 3130. Victoria's Britain and Empire.** This course will analyze the ways in which Victorian British domestic policies, tensions, and advancements were connected with Britain's expansive Imperial policies ca. 1800-1900. This course will consider the British (domestic) cultural, racial, and socio-economic policies that shaped the ways in which the British government and public viewed Imperialism. In turn, the course will also look at the ways those under British control challenged

British authority, largely through retaining their own culture and political structures, and how this too shaped British views on Imperialism. This course will rely heavily on close analysis of primary sources using a cultural historical methodology. *Prerequisite: One 1000- or 2000- level history course or permission of the instructor. Four credits. [DVSTY]*

**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. Race and the Law.** 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 14<sup>th</sup> 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. [DVSTY, TACXT]*

**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 cul-tural 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 15<sup>th</sup> century, through first contact situations and the transitional period of cultural exchange from the 17<sup>th</sup> through 18<sup>th</sup> 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.** Case 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. [DVSTY, TACXT]*

**HST 3241. 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 gender performance in the early 20<sup>th</sup> century or a dangerous urban wilderness in the 1980s?). *Prerequisite: One 1000- or 2000-level history course or permission of the instructor. Four credits. [EXPLN]*

**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 post-war 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. *Pre-requisite: 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.*

**HST/GBS 3511. Revolutionary China.** This seminar explores the origins, evolution, and decline of the Chinese revolution in the 20<sup>th</sup> 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.*

**HST/GBS 3521. The 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-World War II period. *Prerequisite: One 1000- or 2000-level history course or permission of the instructor. Four credits.*

**HST 3581. Pirates, Princes, and Pashas: The Late Medieval and Early Modern Mediterranean World.** This course examines the political, diplomatic, economic, social, military, and intellectual development of the Mediterranean World from the Fourth Crusade until the 18<sup>th</sup> century. Students will examine the rise and height of the Ottoman and Habsburg Empires and analyze the relationships and conflicts between European, North African, and Middle Eastern Powers in the Mediterranean context. *Prerequisite: One 1000- or 2000-level history course, or permission of the instructor. Four credits.*

**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.*

**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.*

**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 largest 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.*

**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 19<sup>th</sup> 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.*

**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. [HUMAN]*

**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 in close collaboration with a faculty member from the department. *Prerequisite: History majors with senior standing or permission of instructor. Four credits.*

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



## Interdisciplinary Programs

### Programs of Study

- International Relations Major (B.A.)
- Jewish Studies Minor
- Environmental Studies Minor
- Latin American and Caribbean Studies Minor
- Social Innovation 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.....	36-44 credits
University Core Requirements.....	36-44 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. attain sufficient speaking proficiency in a foreign language to be able to explore public discourse and obtain information to satisfy basic needs in the target culture;
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 (36-44 credits)

PSC 2019. Political Science Research Methods (4)

PSC 2710. International Relations (4)

Foreign language: 2020-level or higher (4 - 12)\*

Select two courses from the following list. Only one course may be at the 1000-level (8)

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)

HST 2103. The Second World War: A Global History (4)

HST 2014. The History of the Holocaust (4)

HST 2235. U.S. in the World: American Foreign Relations (4)

HST 2236. America's Vietnam War (4)

HST 2511. The Mandate of Heaven: A History of China (4)

HST 2602. Revolutionaries & 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 3121. Modern Russia (4)

HST 3191. European Economic History (4)

HST 3242. War, Gender, and the Military in U.S. History (4)

HST 3245. Bombs and Ballet: The Cultural Cold War (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)

“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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Select one course from the following list (4):

ECO 3030. Intermediate Macroeconomics (4)\*\*  
ECO 3035. Growth Economics (4)\*\*\*  
ECO/GBS 3460. International Economics (4)\*\*\*  
ECO/GBS 4430. Comparative Economics (4)\*\*\*

Select two courses from the following list (8):

PSC/GBS 2510. Comparing Foreign Political Systems (4)  
PSC 3510. Latin American Politics (4)  
PSC 3511. Ethnic Politics (4)  
PSC 3512. Democracy, Development, and Conflict (4)  
PSC 3513. European Politics (4)  
PSC 3888. Special Topics (4)  
INR 4810-4815. Student Internship (4)

Any of the 4000-level PSC classes listed below as a capstone course and not used to complete other requirements.

Any of the 4000-level PSC courses listed below not used to complete other requirements.

Select one course from the following list (4):

PSC 4099. Senior Seminar (4)  
PSC 4510. Democracy and Authoritarianism (4)  
PSC 4710. International Conflict and Security (4)  
PSC 4720. U.S. Foreign Policy (4)

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 two courses must be at the 3000-level or higher, excluding internship coursework.
2. At least one course must be at the 4000-level, excluding internship coursework.
3. International Relations majors may not major in Political Science
4. No more than four courses can count toward both a major in International Relations and a major in Political Science.

*\*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.*

*Students may substitute a program elective for the major's foreign language requirement if:*

1. *They are native speakers of a foreign language who have had the foreign language requirement for graduation waived by the Department of World Languages, Literatures, and Cultures.*
2. *They can demonstrate they currently possess ACTFL intermediate-mid speaking proficiency (as certified by the Department of World Languages, Literatures, and Cultures) in a foreign language for which there are no higher-level courses at the University.*

*\*\*ECO 2030 and ECO 2050 are prerequisites for this course.*

*\*\*\*ECO 2030 is a prerequisite for this course.*

**IMPORTANT NOTE: Students completing the B.A. degree in International Relations must take ECO 2030 to meet their Social Sciences General Education Requirement.**

For additional program information, please contact Dr. Mark Setzler ([msetzler@highpoint.edu](mailto:msetzler@highpoint.edu)).

## Jewish Studies Minor

The Jewish Studies minor engages the texts and practices that provide the foundations of Jewish tradition, the contexts through which Jewish identity has developed, and the contemporary issues currently lending urgency to the ways in which Jewish tradition is interpreted and applied. In this way, it incorporates the historical breadth of Jewish experience, the ethical and analytical rigor of Jewish tradition, and the complex global context that has shaped our students and that their lives of significance hold the potential to transform.

### Requirements for the Minor in Jewish Studies (20 credits)

REL 1004. Introduction to Judaism (4)

One course in Jewish Text (4)

REL 1001. Hebrew Bible/Old Testament Studies (4)  
REL 2001. Five Books of Moses (4)  
REL 2003. Hebrew Prophets (4)  
REL 2900. Holy Land (4)  
REL/GBS 3301. Global Bible: Context and Interpretation (4)  
REL 3005. Psalms and Wisdom Literature (4)  
REL/WGS 3007. Women in the Bible (4)

One course in Jewish History (4)

HST 2201. American Identities (4\*)  
HST 2103. The Second World War (4)  
HST 2104. History of the Holocaust (4)  
HST 3108. Europe in Crisis 1914-1945 (4)  
HST/PSC 3701. The United States and the Middle East (4)  
HST 3702. The Arab-Israeli Conflict (4)

Eight additional elective credits in Jewish Studies taken from the above distributions (8)

Students may also take:

REL 2701. Biblical Hebrew for Reading I (2)  
REL 2702. Biblical Hebrew for Reading II (2)  
ENG 2200. The Literary Imagination (4)\*

*\*Designated sections only.*

**Note:** *At least one course used to satisfy requirements for the Jewish Studies minor must be at the 3000 level.*

For additional program information, please contact Dr. Kelsey Spinnato ([kspinnat@highpoint.edu](mailto:kspinnat@highpoint.edu)).



## Social Innovation Minor

The 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 lives of success and significance in a competitive and rapidly changing world.

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 Social Innovation (20 credits)

All SI minors must complete 100 hours of service in the City of High Point, documented and approved by the SI Program, before they can enroll in the CSI 4098.

#### Required Courses (12)

CSI/WGS 2020. Identity, Gender, and Social Justice in High Point (4)  
 CSI/PHL 2601. 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  
 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)\*  
 ENT 4220. Social Entrepreneurship (4)  
 ENV 1110. Environmental Science (4)  
 PSC 2310. American Politics (4)  
 SOA 1020. Introduction to Cultural Anthropology (4)

*\*Only Bonner Leaders can enroll in these courses.*

For additional program information, please contact Ms. Allison Walker ([awalker@highpoint.edu](mailto:awalker@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 (4)

ENV 1110/1110L. Environmental Science/Lab (3/1)

**or**

BIO 2500/2501. Principles of Ecology, Evolution, and Biodiversity/Lab (4)

#### Select four elective courses from the following list (16)

BIO/ENV 3600. Aquatic Biology (4)  
 ENV 1120. Issues in Environmental Science (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. Chris Fowler ([cfowler@highpoint.edu](mailto:cfowler@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 Latin American and Caribbean Studies 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)

EDU 4200. Diverse Learners and Culturally Relevant Pedagogy (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)

LAS 4000. Capstone Seminar in Latin American and Caribbean Studies. (4)

MKT 3750. International Marketing (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](mailto: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. [EXPLN]*

**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. [EXPLN]*

**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. [EXPLN]*

**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 led to ask questions of social justice, equality, fairness, and more. *Prerequisite: Must be a Bonner Leader. One credit. [EXPLN]*

**CSI 2020. Identity, Gender, and Social Justice.** 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, students 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. [TACXT, EXPLN]*

**CSI 4098. Signature Work Praxis I.** This is the first part of the capstone series for the minor in 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/WGS 2020, CSI/PHL 3010, and 100 hours of documented and approved service in the City of High Point. Two credits. [EXPLN]*

**CSI 4099. Signature Work Praxis II.** This is the second part of the capstone series for the minor in 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. [EXPLN]*





**CSI 4444. Independent Study.** Individual study, research, and project under the guidance of a Service Learning faculty member. *One to four credits each semester.*

**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 own 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.*

**GBS 3780. The French-Speaking World.** This course presents an 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.*

**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. [DVSTY]*

**LAS 4000. Capstone Seminar in Latin American and Caribbean Studies.** An interdisciplinary course specifically targeting 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 ePortfolio. *Additional upper level courses may be designated as "capstone" equivalents. Four credits.*

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

**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. [EXPLN]*

**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 4810 – 4815. Student Internship.** Credit-bearing internships are arranged through the Office of Career and Professional Development. *Three, four, six, eight, ten, or twelve credits.*

## Department of Political Science

Dr. Martin Kifer *Chair*; Dr. Gordon Ballingrud; Dr. Tyler Coleman; Dr. Mark Setzler; Dr. Sam Whitt; Dr. Alixandra Yanus.

### Programs of Study

- Political Science Major (B.A.)
- Political Science Minor
- Legal Studies 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.....	36-44 credits
Electives.....	48-56 credits
<b>TOTAL.....</b>	<b>128 credits</b>

## 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 Internship Program (4)\*

#### Political Science Electives (16 credits)

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 credits):

- 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.

**IMPORTANT NOTE: Students completing the B.A. degree in Political Science should consult with their advisor about scheduling major requirements in such a way that they do not overlap with their Humanities or Social Sciences General Education Requirements.**

"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?"

### Requirements for the Minor in Legal Studies (20 credits)

Select sixteen credits from the following list. Courses must be selected from at least three different disciplines (16 credits)

BUA 3050. Business Law (4)  
COM 1450. Media Law and Literacy (2)  
COM 2210. Persuasive Speaking (1)  
COM 3450. Media Law and Ethics (2)  
CRJ 2900. Mock Trial (2)  
CRJ 3100. Criminal Law (4)  
CRJ 3200. Courts and Trials (4)  
CRJ 3300. Criminal Evidence (4)  
CRJ 4300. Crime, Law, and National Security (4)  
ENG 2200. The Literary Imagination (4)\*  
ENG 2125. Introduction to Professional Writing (4)  
ENG 3114. Topics in Rhetoric and Writing (4)\*\*  
ENG 3120. Proposal and Grant Writing (4)  
ENT 3050. Business Law for Entrepreneurs (4)  
HST 3211. Case Studies in American Legal History (4)  
PHL 1006. Logic and Critical Thinking (4)  
PHL 3006. Symbolic Logic (4)  
PHL 3007. Predicate Logic (4)  
PHL/PSC 3009. Political Philosophy (4)  
PSC 3320. The Constitution, Civil Liberties, and the Courts (4)  
PSC 4320. Judicial Politics (4)  
PSY 3910. Forensic Psychology (4)  
SMG 3040. Sport Law (4)

Complete the Legal Studies capstone course (4 credits)

LST 4000. Legal Studies Capstone (4)\*\*\*

\*Students must take the Law and Literature section of this course.

\*\*Students must take the Law and Rhetoric section of this course.

\*\*\*To take the capstone course, students must complete at least 12 credits within the minor or have permission of the instructor.

### 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. 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. *Can be repeated for one credit, up to three semesters. One or two credits.*

**PSC 2056. Introduction to SPSS.** This course will serve as an interdisciplinary introduction to using IBM SPSS Statistics for data storage, manipulation and analysis. The primary goal will be to provide students with hands-on experience using SPSS to pre-prepare datasets for analysis. Students will use data collected from the HPU Poll and other data sources to manipulate and analyze throughout the course. Students will interpret and present data utilizing all concepts learned in a final class presentation. *Course is graded Pass/Fail. One credit.*

**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 21<sup>st</sup> Century. *Four credits. [SOSCI]*



**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. [SOSCI]*

**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. [SOSCI]*

**PSC/PHL 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 *Four credits.*

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.*

**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 U.S. 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 ongoing 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 4510. Democracy and Authoritarianism.** This course takes a values-based approach to democracy and authoritarianism using nationally representative survey data from around the world. In this course, we will first explore theoretical foundations for democracy and authoritarianism in the literature. Each student will then undertake a major research project in a country or countries of their choice where they will assess support for foundational democratic and authoritarian value systems using existing survey data. The course will conclude with student analysis and presentations of their country assessments. The focus of these assessments will involve in-depth analysis of the strengths and weaknesses of democratic and/or authoritarian belief systems, the origins and cohesiveness of those value systems, and their potential consequences for political and social order and stability. *Prerequisites:* PSC 2510 and PSC 2019. 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.

**LST 4000. Legal Studies Capstone.** Legal studies, by its nature, involves multiple disciplines. By now, you will have taken several courses, in multiple departments, which utilize law or legal skills. This course ties these diverse perspective together in an effort to define law and determine how it works in society. Throughout the course students will learn how multiple disciplines approach the same topic differently. They will see this through readings, discussions, writing assignments and experiential learning outside the classroom. Four credits.





“An experiment is a question which science poses to Nature, and a measurement is the recording of Nature’s answer.”

– Max Planck

## Department of Psychology

Dr. Kirsten Li-Barber, *Chair*; Dr. Joanne Altman; Dr. Kelly Curtis; Dr. Deborah Danzis; Dr. Gregory Hundt; Dr. Daniel Krenzer; Dr. Sadie Leder-Elder; Dr. Stacy Lipowski; Dr. Laura Nagy; Dr. Jana Spain; Dr. Kimberly Wear-Jones.

### 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 the following:

#### B.S. in Psychology

Major Requirements .....	44 credits
University Core Requirements.....	36-44 credits
Electives.....	40-48 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:

### 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/NEU 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

**IMPORTANT NOTE: Students completing the B.A. degree in Psychology must take a course other than PSY 2000 to satisfy their Social Sciences General Education Requirement.**

### 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.* [SOSCI]

**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 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 is 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 on 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/NEU 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 biopsychosocialcultural 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 pre-natal 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. *Prerequisites: PSY 200 and 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.*

**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 3460. The Global Workplace: Cross-Cultural Psychology at Work.** This course explores the intercultural dynamics of the contemporary global workplace. Relying on social and cross-cultural psychological foundations, we will first set the stage for an understanding of culture and how it influences our belief systems as well as our personal and social identities, followed by how culture impacts our interpersonal relations in the professional arena. Specifically, the course merges cross-cultural with industrial and organizational psychology scholarship to provide an examination of culture's influence on workplace dynamics. We'll examine such topics as motivation, decision-making, leadership, teams, negotiating, international collaborations, organizational culture, as well as culture's impact on work life and policy. Using both a focus on theoretical investigation and practical application, students will develop greater skill and competency with intercultural relations. *Prerequisite: PSY 2000. 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 U.S. 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. [EXPLN]*

**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 understanding aspects of sexual functioning, sexual behavior, gender/sexuality influences across the lifespan, and sexuality within its societal and cultural context. Topics include, but are not limited to, sexual anatomy and response, gender roles, sexual orientation, sexual variations, 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 interrelationships 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 life-span 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. *Prerequisites: PSY 2000 and 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 4460. Group and Team Dynamics.** Navigating interpersonal relationships within small groups and teams is a necessary skill in social settings and the workplace. To that end, this course serves as an introduction to the scientific discipline of group dynamics and provides a comprehensive examination of 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. *Prerequisite: PSY 2400. 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 2000 and 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. Christopher Franks, *Chair*; Dr. Matthew Brophy; Dr. Claudine Davidshofer; Dr. Carl Helsing; Dr. Elizabeth Hupfer; Dr. Amy MacArthur; Dr. Matthew Mitchell; Dr. Caroline Mobley; Dr. Robert Moses; Mr. Thaddeus Ostrowski; Ms. Kelsey Spinnato.

### 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.....	36-44 credits
Electives.....	48-56 credits
TOTAL.....	128 credits

#### B.A. in Religion

Major Requirements.....	36 credits
University Core Requirements.....	36-44 credits
Electives.....	48-56 credits
TOTAL.....	128 credits

The Department of Religion and Philosophy is a community of vibrant, rigorous, and life-changing conversations. Students and faculty inquire into the biggest questions humans can ask, through a curriculum that engages students in a holistic way, by sharpening minds and cultivating character. Throughout our major and minor programs in Religion and Philosophy, students learn to interpret texts carefully and analyze arguments critically, and they cultivate curiosity about and respect for diverse perspectives. Students emerge equipped to read and write well, to practice disciplined rational and ethical inquiry, to represent divergent views fairly, and to understand individuals and communities in all their diversity. With these skills, students are particularly well-prepared for life and work in an ever-changing and interconnected world.

## Philosophy Major

### Student Learning Outcomes

Upon completing the Philosophy Program at High Point University, students will be able to:

1. Explain the major topics in the history of philosophy.
2. Explain the major ethical theories in philosophy and develop ethical reasoning skills.
3. Develop logical reasoning skills.
4. Identify, assess, and incorporate academic sources in philosophical research.
5. Analyze the strengths and weaknesses of complex philosophical arguments.
6. Create original philosophical theses.
7. Apply philosophical arguments and ethical reasoning in academic contexts and everyday life.

### 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 2006. Ethics and the Good Life (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)
- PHL 2045. Technology 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/REL 2024. Existentialism (4)
- PHL 3023. Contemporary Continental Philosophy (4)
- PHL 3024. Contemporary Anglo-American Philosophy (4)

Senior Seminar (4)

- PHL/REL 4099. Senior Seminar: Religion & Philosophy (4)\*



Elective credits in Philosophy (12)

**Note:** In addition to PHL/REL 4099, at least 8 credits must be at the 3000-level or above.

\*PHL/REL 4099 is offered each fall. Students seeking Department Honors must complete PHL/REL 4099 in the fall semester and then expand on one of their 3000- or 4000-level research projects, chosen with approval of relevant faculty, 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.

**IMPORTANT NOTE: Students completing the B.A. degree in Philosophy should consult with their advisor about scheduling major requirements in such a way that they do not overlap with their Humanities or Ethical Reasoning and Religious Traditions General Education Requirements.**

## Religion Major

### Student Learning Outcomes

Upon completing the Religion Program at High Point University, students will be able to:

1. Demonstrate an understanding of the social, cultural, or historical contexts of multiple religious texts, practices, or communities.
2. Interpret religious texts, practices, or communities using a variety of theoretical approaches.
3. Characterize with fairness, rigor, and respect divergent perspectives on religious issues, texts, or communities.
4. Communicate well-articulated arguments in the study of religion based on scholarly research.
5. Apply one's understanding of religious traditions to address complex ethical issues.
6. Evaluate how religion constructs, maintains, and subverts identities, power structures, and communities.

### 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 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 3031. Religions of Japan (4)  
 REL 3032. Buddhist Traditions: Zen & Pure Land (4)  
 REL 3033. Contemporary Buddhist Developments (4)  
 REL/PHL/GBS 3331. Asian Thought & Global Concerns (4)

Senior Seminar (4)

REL/PHL 4099. Senior Seminar: Religion & Philosophy (4)\*

Elective Credits in Religion (20)

**Note:** No more than 12 credits of 1000-level courses may count toward the major. In addition to REL/PHL 4099, at least 8 credits must be at the 3000-level or above.

\*REL/PHL 4099 is offered each fall. Students seeking Department Honors must complete REL/PHL 4099 in the fall semester and then expand on one of their 3000- or 4000-level research projects, chosen with approval of relevant faculty, 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.

**IMPORTANT NOTE: Students completing the B.A. degree in Religion should consult with their advisor about scheduling major requirements in such a way that they do not overlap with their Humanities or Ethical Reasoning and Religious Traditions General Education Requirements.**



## Department Minors

### 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.

### Requirements for the Minor in Religion (20 credits)

One course in Biblical Studies (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 (16 credits)

**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 how it has shaped faith communities. *Four credits.* [ETRLT or HUMAN]

**REL 1002. New Testament Studies.** An introductory study of the books of the New Testament from historical, literary, sociological, and theological perspectives in light of modern biblical scholarship. The course includes in-depth examination of the Greco-Roman and Jewish settings of the New Testament and the genres included in it. Attention will also be paid to how the New Testament shaped the faith of the early church and continues to shape faith communities. *Four credits.* [ETRLT or HUMAN]

**REL 1003. Sacred Experiences in World Religions.** This course will explore the phenomenon of sacred experience 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.* [ETRLT or HUMAN]

**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.* [ETRLT or HUMAN]

**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 the beliefs, practices, and ethical approaches 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 creed, trinity, incarnation, Christology, soteriology, prayer, authority, and church. *Four credits.* [ETRLT or HUMAN]

**REL 1006. Introduction to Islam.** This introductory course charts the historic formation of the Islamic religious tradition and its civilizational expansion. We will explore the formative history, cultural expressions, and pious traditions of Islamic theology, law, philosophy, and mysticism, as well as Muslim institutions, beliefs, and ritual practice. Throughout the course we will attend to the challenges that come with trying to understand the premodern Islamic tradition through a modern Western cultural perspective, paying particular attention to the legacy of European orientalism and its attendant prejudices. In addition, we will critically explore persistent questions with which contemporary interpretive communities (both insider and outsider) struggle, such as issues of gender, race, violence, modernity, colonialism, identity, and the vexing problem of "tradition" in the face of continual change. *Four credits.* [ETRLT or HUMAN]

**REL 1007. Introduction to Hinduism.** This course will provide a basic, yet systematic, overview of the myriad 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, yoga and devotionalism, temples and pilgrimage sites, and forms of normative reflection on human action. *Four credits.* [ETRLT or HUMAN]

**REL 1008. Introduction to Buddhism.** This introductory course will provide a basic, yet systematic overview of the Buddhist religious tradition. Topics that will be covered include the life of the Buddha, the origins of Buddhism in India, the development of major doctrines and institutions, monastic and lay life, the traditions growth and gradual spread throughout Asia, as well as contemporary expressions of Buddhism. Special attention will be paid to the presence of Buddhism in Southeast Asia, China, Tibet, Japan, and the United States. Throughout the course we will cover both the internal forces and influences, which led to the development of this religious tradition, as well as the political, social, and cultural pressures that contributed to the tradition's growth. We will work with both primary materials (Pali, Sanskrit, Chinese and Japanese texts translated into English) and secondary scholarship to further our understanding of the rich and diverse configurations of Buddhist belief and practice. *Four credits.* [ETRLT or HUMAN]

**REL 1009. Introduction to Biblical Themes.** This course examines major themes in the Bible. It illuminates popular beliefs in Christian and Jewish theology through a creative and historically informed engagement with Scripture. The course will address major themes, such as creation, the fall,



“Philosophy directs us first to seek the goods of the mind, and the rest will either be supplied, or are not much wanted.”

– Francis Bacon

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exile, election, salvation, judgment, and others. These themes will serve as the foundation for ethical reflection on important questions like the purpose of humans in the created order, God’s fairness in election, God’s justice in judgment and human suffering, and many others. *Four credits. [ETRLT or HUMAN]*

**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.*

**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. [ETRLT or HUMAN]*

**REL 2004. Jesus in the Gospels.** This course explores in detail the unique ways in which each Gospel author narrates the story of Jesus. The course will pay close attention to the ethical implications of each Gospel’s portrait of Jesus. The life, ministry, and teachings of Jesus as presented in the Gospels will be examined and drawn upon to address modern ethical issues. *Four credits. [ETRLT or HUMAN]*

**REL 2006. Do Murderers Deserve Grace? The Relevance of Paul for Today.** The apostle Paul is the second most important figure in the history of Christianity. His life’s story includes religious fervor that led to persecution and murder of Christians. His transformation led to his writing of some of the most important documents in the history of Christianity and Western thought. This course will reflect on how Paul’s past and transformation shaped his thinking on crucial concepts such as sin and human responsibility, grace, and justice. Paul’s teachings on these concepts will provide the moral framework within which to probe present questions on crime and punishment, retribution and rehabilitation, fairness and accountability within criminal justice systems. *Four credits. [ETRLT or HUMAN]*

**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 of those experiencing poverty, homelessness, and hunger, especially in the United States and Guilford County. The course will reflect on the causes of poverty (natural and unnatural), contemporary economic arrangements, enduring racial economic inequities, and wrestle with the question of what the biblical writers might say to us in our current condition. The course will investigate the Bible’s emphasis on God’s concern for the poor and vulnerable and how that should inform society’s views and treatment of those experiencing poverty. *Four credits. [ETRLT or HUMAN, DVSTY, EXPLN]*

**REL 2008. American Bible.** In 1630, before the Puritans left England for their new colony in Massachusetts, future governor John Winthrop declared, “we shall be as a city upon a hill, the eyes of all are upon us.” The declaration drew on the parable of Salt and Light in Jesus’ Sermon on the Mount (Matthew 5:14) and stands within a long tradition of interpreters who have assessed the American project through the prism of the Bible. This course engages these interpreters, those who have articulated the Divine hand of Providence behind the American project and those—primarily marginalized and oppressed voices—who have challenged or complicated this view. This is a course on hermeneutics (i.e., how people read the Bible). Our engagement with voices throughout US history will set the foundation for us to approach the complex task of biblical interpretation. *Four credits. [TACXT, DVSTY]*



**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 questions concerning the relationship between Christianity and Judaism and what role has the land played in the intersection of these two faiths. The course will engage complex ethical questions concerning land possession and conflicts resulting from claims to land and ownership of land. The class will examine competing visions among early Jewish groups on what it means to be the people of God living in a promised land occupied by a foreign power and how such visions of land ownership may shed light on modern tensions around the land of Israel and Palestine. The required travel component will provide essential first-hand information and experiential learning opportunities for students. *Maymester Course. Travel Component Required. Four credits.*

[ETRLT or HUMAN, EXPLN]

**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.* [ETRLT or HUMAN, EXPLN]

**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.* [ETRLT or HUMAN, EXPLN]

**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 and Christian moral reflection. *Four credits.* [ETRLT or HUMAN]

**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.* [HUMAN]

**REL 2022. Reformers, Mystics, Enthusiasts, Critics: Modern Christian Thought.** This course studies the great questions that began to preoccupy Christian thinkers in the

Reformation and Enlightenment periods. What is the nature of human freedom in relation to ideas like predestination? What is the role of conscience and mystical experience in relation to church authority? In an era skeptical of the supernatural, how do religious practitioners understand themselves and answer their critics? Through a study of diverse figures in their historical context from the Reformation through the 19<sup>th</sup> century, students will examine the fragmenting of Christendom, changing configurations of religion in the modern world, and how Christians have thought about how to live amid those changes. *Four credits.* [ETRLT or HUMAN]

**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.*

**REL/PHL 2024. Existentialism.** This course will focus on the major Existentialist thinkers of the 19<sup>th</sup> and 20<sup>th</sup> 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 nonreligious Existentialist thinkers (Camus, Nietzsche, Heidegger, and Sartre) and religious Existentialist thinkers (Kierkegaard, Buber, Levinas, and Marcel). *Four credits.* [HUMAN]

**REL/WGS 2028. Gender, Sexuality, and Christianity in America.** This course will examine gender and sexuality within American Christian history. We will critically examine changes in how gender and sexuality are perceived and constructed according to various Christian interpretations in America. Beginning with sexual regulation in the Puritan age, the course will look at how sexuality and gender have been regulated according to a specific set of white, male, Protestant ideals across three centuries. It will then turn to the twentieth century to examine how these ideals were challenged through a growing Catholic presence and the 21<sup>st</sup> century to examine how these ideals are continuously challenged by the rise of liberation theologies and rights-based movements which seek to broaden Christian notions of sexuality and challenge its gender binary. *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.* [ETRLT or HUMAN]

**REL 2037. Religions of South Asia.** This course explores the diverse religious and philosophic traditions of South Asia, including Hinduism, Buddhism, Jainism, Sikhism, and Islam.

What constitutes the cycle of rebirth? How do different ideas of Dharma shape different religious traditions and divergent ideas of spiritual enlightenment? How do different spiritual ideals relate to ways of life and ethical issues? Students learn skills for analyzing texts and traditions, and for applying diverse ethical perspectives to historic and contemporary conditions. *Four credits.* [ETRLT or HUMAN]

**REL/WGS 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.*

**REL/PHL 2040. Virtue and the Way in Ancient China.** This course explores the origins of normative philosophical debate and spiritual experience in ancient China. These include the moral debates of the Confucians and Mohists, the unique individualism of Yang Zhu, the ethical and spiritual visions of the Dao De Jing and Zhuangzi, and the pragmatic realism of Han Feizi and the Legalists. Through close readings and class discussions, students follow these thinkers as they grapple with questions of virtue, benevolence, justice, power, war, and nature, and the relationship of all these ideas to a complex universe in constant motion. All these themes lead to one overarching idea that challenged ancient China's intellectual masters: can humanity rediscover the Way? *Four credits.* [ETRLT or HUMAN]

**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 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 the Old and New Testament. The stories will be explored from literary, historical, sociological, and theological perspectives. Particular attention will be paid to feminist and womanist readings of these stories. Feminist and Womanist interpretations will provide the foundation to examine the texts for both their oppressive and liberating potential. *Four credits. [ETRLT or HUMAN, DVSTY]*

**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 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.*

**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.*

**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.*

**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. [DVSTY]*

**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.*

**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 elder-care efforts, as well as challenges to China's "One Child" policy. *Four credits. [DVSTY]*

**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.** The purpose of this course is to introduce students to the basic metaphysical and epistemological ideas developed by the major thinkers in the history of western philosophy. Topics include the nature of reality, the extent of human knowledge, free will and personhood, and death and the meaning of life. The aim is to develop a critical understanding of the views of the major philosophers in the western tradition, where such understanding includes the ability to articulate the strengths and weaknesses of their views, to locate them within the historical discussion of these ideas, and to compare them critically to one another. *Four credits.* [HUMAN]

**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 2006. Ethics and The Good Life.** In this course we will explore the following question: What is the good life for the human? What must we achieve in order to say that ours is a life well-lived? To help us answer this question, we will study some of the main philosophers who have tackled this question before us: Plato, Aristotle, the Stoics, Mill, Kant, Montaigne, Nietzsche, and Sartre. As we study these philosophers' theories of the good life, we will explore the following topics: Ethics, Happiness, Friendship, and the Soul. *Four credits.* [ETRLT or HUMAN]

**PHL 2008. Contemporary Moral Problems.** In this course we will examine ethical theories and the way in which ethical issues shape our everyday lives. Students will learn normative ethical theories which they can apply to contemporary moral issues such as immigration, drug legalization, euthanasia, animal welfare, and genetic enhancement. We will seek answers to questions such as, "Is it a moral obligation to obey or disobey an unjust government?"; "Do we have a duty to help the world's poorest?"; and, "Do we have a right to consume resources as we do?" *Four credits.* [ETRLT or HUMAN]

**PHL 2010. Biomedical Ethics.** This course is a critical examination of the most important ethical issues in the biomedical field today. We will study the primary ethical theories and moral principles according to which ethical issues in this area have traditionally been discussed, and apply them to a range of issues including abortion, euthanasia, gene therapy and stem cell research, the allocation of health resources, patient's rights, the purpose of the medical profession, organ transplantation, and human and animal experimentation. We will develop our awareness of varying moral perspectives and our capacity for moral discussion and decision-making in our professional and personal lives. *Four credits.* [ETRLT or HUMAN]

**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.* [ETRLT or HUMAN, EXPLN]

**PHL/ECE 2014. Engineering and Technology Ethics.** This course is designed to introduce undergraduate engineering students to the concepts, theory and practice of engineering ethics. It will allow students to explore the relationship between ethics and engineering and apply normative ethical theory and decision making to engineering issues encountered in academic and professional careers. Our society places a great deal of responsibility on its professionals and requires that they conduct themselves in a manner befitting to the place of prominence accorded to them by the community. *Prerequisite: ECE 1005 or CSC 1710, or permission of the instructor.* *Four credits.*

**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.* [ETRLT or HUMAN]

**PHL 2017. Communication Ethics.** This course applies normative ethical theories to issues in the multifarious context of communications, seeking to illuminate, analyze, and resolve these issues. Topics include (but are not limited to) freedom of speech, deceptive communication, rights to privacy vs. the common good, bullying and harassment, relationship obligations, organizational communications, social media and personal expression, and communication regarding race, gender, and diversity. *Four credits.* [ETRLT or HUMAN]

**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.*



**PHL 2020. Ancient Philosophy.** This course focuses on the major philosophers in ancient Greek philosophy: the Pre-Socratics, Socrates, Plato, and Aristotle. These ancient Greek thinkers are often called the “first philosophers” and are often credited with asking and attempting to answer the first “philosophical” questions. And this is for good reason, for they were the first thinkers to tackle foundational questions in all the major areas of philosophical inquiry: They asked metaphysical questions: What is the nature of reality? How many kinds of things exist—one or many? What basic principles underlie change and movement? They confronted epistemological problems: What is the nature of knowledge? Can the human obtain knowledge of the natural world and of the human world? They wondered about ethical issues: What is the best life for the human? How do we define virtue and goodness? Throughout this course, we will explore these philosophical questions alongside these “first philosophers,” and in so doing, we may discover that, even today, we are still asking their same questions and using their same methods of inquiry. *Four credits.* [HUMAN]

**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 meta-physics, the existence and attributes of God, the human person, and the problem of faith and reason. *Four credits.*

**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.* [HUMAN]

**PHL/REL 2024. Existentialism.** This course will focus on the major Existentialist thinkers of the 19<sup>th</sup> and 20<sup>th</sup> Centuries. Existentialism asks us to confront the following question: How can the human live a meaningful existence? In order to answer this question, we will have to explore the following sub-questions: Is reality inherently meaningful, or is reality simply absurd? Are there absolute truths that guide human life, or are we thrown into a strange world that lacks absolute guides for human life? Are we at home in the world, or are we ill-at-ease in the world? Can we have meaningful relationships with other humans, or are our relationships always troubled by selfish, control-seeking behavior? In sum, the Existentialists are trying 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 these questions, we will study both non-religious Existentialist thinkers (Camus, Nietzsche, Heidegger, De Beauvoir and Sartre) and religious Existentialist thinkers (Kierkegaard, Buber, Levinas, and Marcel). *Four credits.* [HUMAN]

**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.*

**PHL 2040. Virtue and the Way in Ancient China.** This course explores the origins of normative philosophical debate and spiritual experience in ancient China. These include the moral debates of the Confucians and Mohists, the unique individualism of Yang Zhu, the ethical and spiritual visions of the Dao De Jing and Zhuangzi, and the pragmatic realism of Han Feizi and the Legalists. Through close readings and class discussions, students follow these thinkers as they grapple with questions of virtue, benevolence, justice, power, war, nature, and the relation of these ideas to a complex universe in constant motion. All these themes lead to one overarching question that challenged ancient China's intellectual masters: Can humanity rediscover the Way? *Four credits.* [ETRLT or HUMAN]

**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.* [ETRLT or HUMAN]

**PHL 2045. Technology Ethics.** Should driverless cars be programmed to sacrifice lives? Will computer algorithms surmount human bias or magnify? Is it a good idea to “automate” warfare? Ought society to allow couples to genetically design their baby? Should we give rights to human-like robots in the future? How will technology transform humanity within our lifetimes? In examining such moral questions, students will learn and apply a variety of ethical frameworks: utilitarianism, Kantian deontology, Aristotelian virtue theory, Rawlsian fairness, Natural Law theory, Nozick's entitlement theory, feminine ethics, and several more. *Four credits.* [ETRLT or HUMAN]

**PHL 2056. Critical Thinking and Philosophy of Science.**

Scientific inquiry and critical thinking go hand-in-hand; to do science well requires strong critical thinking skills. To be truly useful, however, these skills should be applied not only to the actual practice of science but to the critical examination of the scientific enterprise as a whole. The purpose of this course is thus twofold: (1) to get students to think critically about the nature of scientific inquiry, through consideration of the philosophical issues underlying science as a whole, and (2) to provide students with the critical thinking skills required to be good at practicing science and at reasoning in general. *Four credits.*

**PHL/CSI 2601. Civic Responsibility and Social Innovation.**

This course challenges students to examine theories of justice and apply these theories to their lived experience. During the course, students will learn normative ethical theories and contextualize these theories within social justice issues such as poverty, racism, sexism, sustainability, charity, etc. As a service learning course, students will not merely study theories, but analyze how these theories play out in the real world with their community partners. In this course, we will study questions such as: "How do we know what right action is?"; "What kind of distribution of resources is fair?"; and "How does racism and sexism impact our community?"; "How do we know when we are helping or hurting the community?" Students should leave the class with an understanding of the inescapable connection between justice and the community. *Prerequisite: Completion of at least one Service Learning course. Four credits. [ETRLT or HUMAN, DVSTY, EXPLN]*

**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 3023. Contemporary Continental Philosophy.** This course will focus on the major philosophical movements of 19<sup>th</sup>

and early 20<sup>th</sup> Century European philosophy. We will begin with Hegel, the great philosophical system-builder of the 19<sup>th</sup> Century, 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 3026. Philosophy of Disability.** The goal of this course is to better understand the nature of disability, the myriad ways disability shapes identity in a society, and what a genuinely inclusive society might look like. Through a philosophical lens, we will study models of disability, disability rights movements, disability rights law, and a variety of issues that people with disabilities face today. *Prerequisite: PHL 2006, PHL 2008, PHL 2010, PHL 2013, PHL 2016, PHL 2019, PHL 2043, or PHL 2045, or permission of the instructor. Four credits. [DVSTY]*

**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 mediation, 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/GBS 3317. Morality of Globalization.** Globalization is a modern phenomenon, creating connections between disparate individuals and nations, and the goal of this course is to better understand the moral issues surrounding our interconnected world. Students will define globalization in all of its complexity and investigate topics such as cultural relativism, cultural change, justice, the environment, personal moral obligations, and how our consumption has profound impact across the globe. *Prerequisite: Successful completion of one ethics course. 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.*

**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 4100. Selected Topics in Philosophy.** This course is designed for upper-level students who are either majors or minors in philosophy. Using the skills learned in their philosophical studies, students will undertake a thorough investigation into a selected topic in philosophy. Students will engage the topic through primary source readings and seminar-style class meetings, culminating in a seminar-length paper and class presentation. *Prerequisite: Junior standing and one course in philosophy, or permission of the instructor. Four credits.*

**PHL 4444. Independent Study.** Individual research under the supervision of a member of the department. *May be repeated. One to four credits.*





## Department of Sociology and Anthropology

Dr. Matthew Sayre, *Chair*; Dr. Mark Plume; Dr. Rodney Reynolds; Dr. Silvana Rosenfeld; Dr. Mellissa Wright.

### Programs of Study

- Sociology and Anthropology Major (B.A.)
- Forensic Science Minor
- 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.....	36-44 credits
Electives.....	48-56 credits
TOTAL.....	128 credits

## Sociology and Anthropology Major

The Sociology and Anthropology combined major provides students with broad-based teaching in each of the major's disciplines and emphasizes both theoretical and applied traditions. Faculty offer expertise in archaeology, food studies, forensics, medical anthropology and Latin America. The program provides its majors with internships, research practicums, and collaborative research opportunities, which equip students with relevant skills for contemporary job markets and graduate school specialization. Today's employers across a range of careers seek college graduates with critical-analytical training and capabilities of the kind that anthropology and sociology education offers. The Sociology and Anthropology major emphasizes cultivation of cognitive, interpersonal and intrapersonal skills through the application of sociological and anthropological theory and research methods. Its curriculum challenges students to critically evaluate culturally and socially complex situations. Additionally, the program helps students develop into adults who comfortably and confidently ask relevant questions and respond to complex social and cultural challenges as they exist and emerge in today's world. Ultimately, this major trains its students to collaborate with others to facilitate positive and appropriate social and cultural change locally, nationally and globally.

### Student Learning Outcomes

Upon completing the Sociology and Anthropology Program at High Point University, students will be able to:

1. Think, speak and write critically and analytically about sociological and anthropological topics or problems
2. Apply research methods used in sociology and anthropology to a broad range of theoretical and applied issues and problems.
3. Demonstrate understanding of key axioms and principles of social thought in ways relevant to non-academic careers and to graduate level training in a range of allied disciplines.
4. Work collaboratively with others to facilitate positive and appropriate social and cultural change locally, nationally and globally.

### 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.)

#### Select sixteen credits of SOA electives from the following list:

SOA 2010. Introduction to Archaeology (4)  
 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/COM/WGS 3334. Media Representations: Race, Class, and Gender (4)  
 SOA/COM 3344. Black American Voices: Stories and Sounds (4)

"Anthropology demands the open-mindedness with which one must look and listen, record in astonishment and wonder that which one would not have been able to guess."

—Margaret Mead

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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/ANA 4100. Human Osteology  
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/COM 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)

### **Requirements for the Minor in Forensic Science (20 credits)**

SOA/CRJ 2200. Forensic Anthropology (4)

#### Natural Sciences Track (16 credits)

Select 16 credits from the following list of courses\*:

ANA/BIO 2070/2071. Human Anatomy/Lab (4)  
CHM 1616. Forensic Chemistry I. (4)  
CHM 2616. Forensic Chemistry Methods (4)  
BIO 3230. Medical Entomology (4)  
BIO 3250. Health and Ecological Applications of GIS (4)  
SOA/ANA 4100. Human Osteology (4)

#### Social Sciences Track (16 credits)

Select 16 credits from the following list of courses\*:

CRJ 1900. The U.S. Justice System (4)  
CRJ 2800. Police Operations (4)  
CRJ 3500. Crime Scene Investigation (4)  
PSY 3910. Forensic Psychology (4)  
SOA 2450. Introduction to Biological Anthropology (4)  
SOA/ANA 4100. Human Osteology (4)

\*At least 8 credits should be at the 3000-level or higher.



## 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.* [SOSCI, DVSTY]

**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.* [SOSCI, DVSTY]

**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 socio-political organization. *Four credits.* [SOSCI]

**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.*

**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.*

**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/CRJ 2200. Introduction to Forensic Anthropology.** This course provides an introduction to the field of forensic anthropology. Forensic anthropology is an applied area of biological anthropology that focuses on the identification and analysis of human skeletal remains in medicolegal contexts. This course will introduce students to basic terms and principles of forensic anthropology, focusing on fundamental concepts and their application in the field via hands-on opportunities to practice various analyses. *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, including 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 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 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.*

**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. [SOSCI, DVSTY]*

**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. [EXPLN]*

**SOA/EDU 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/GBS/ENV 3060. Sustainability and Urbanism: From its Ancient Origins to the Modern City.** The overall goal of this course is to give you the information and tools to build a solid understanding of urbanism and the construction of sustainable cities. The course will present evidence for the relevance of history and heritage to matters of modern-day concern. The course material focuses on the past 5,000 years of human history and how people have altered the landscape in their quest to build urban centers. *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-20<sup>th</sup> 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 revisioning of the American Dream. *Prerequisites: SOA 1010 or SOA 1020 and SOA 3120 or SOA 3700 or permission of the instructor. Four credits.*

**SOA/COM/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/COM 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. *Pre-requisite: 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 through 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, social (in)equality, and equity. As a service-learning course, this module requires 25 hours of service over the course of the semester via the planned engagement activities with specific service learning partners. These hours are outside the regular scheduled hours of this course. The module will also position at its core local, regional, and global food security practices and will consider what anthropology offers to the study of food, nutrition, culture, and equity. *Prerequisites: SOA 1020 or SOA 1010. Four credits. [EXPLN]*

**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. Four credits.*

**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 21<sup>st</sup> 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 4150. 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. *Four credits.*

**SOA/WGS/POP 4424. Gender Speak.** This course—coming from both a theoretical and practical perspective—will focus on gender literacy, providing students with the tools to be more conscious and mindful of the ways people choose to communicate gender. Springing from a social constructionist framework, this course examines society's normalized gendered practices and seeks ways to understand how to negotiate that system with agency. *Prerequisites: Junior standing or permission of the 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 World Languages, Literatures, and Cultures

Dr. Daliang Wang, *Chair*; Ms. Carolyn Adams; Mr. Jody Bowman; Mr. Stephen Bowman; Ms. Carmen Calhoun; Dr. Hayden Carron; Dr. Sara De-Nicolas; Dr. Denis Depinoy; Mr. Frank Freeman; Ms. Morgane Haesen; Dr. Benoit Leclerc; Dr. Anna Love; Ms. Neyeska Mendez-Filipski; Ms. Mariana Murty; Ms. Teresa Parker; Ms. Carmen Salama; Dr. Adam Winkel; Dr. Ho Sang Yoon.

### Programs of Study

- French and Francophone Studies Major (B.A.)
- Spanish Major (B.A.)
- Chinese Minor
- East Asian Studies Minor-Chinese 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.....	36-44 credits
Electives.....	48-56 credits
TOTAL.....	128 credits

#### B.A. in Spanish

Major Requirements.....	36 credits
University Core Requirements.....	36-44 credits
Electives.....	48-56 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. 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 Spanish courses needed for K–12 certification.

The principal goals of the World Languages, Literatures, and Cultures Department are to:

1. help students develop an awareness of, and a respect for, other cultures;
2. introduce students to different value systems;
3. promote an awareness of, and a respect for, other cultures;
4. provide a range of experiences outside the classroom that will help students develop a sense of global citizenship;
5. help students improve their critical and analytical skills;
6. 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 School of Humanities and Behavioral 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 Global Education website: [www.highpoint.edu/global](http://www.highpoint.edu/global).

### 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.



"If you are lucky enough to have lived in Paris as a young man, then wherever you go for the rest of your life, it stays with you, for Paris is a moveable feast."

—Ernest Hemingway

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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 (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. 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:

FRE 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:

FRE 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;
  - 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)

Select one course from the following list:

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)

Select one course from the following list:

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)

Select one course from the following list:

- 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)

Select one course from the following list:

- SPN 3210. Spanish Literature I: The Birth of the Spanish Nation (4)
- SPN 3220. Spanish Literature II: Centricism 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)

Select 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)

Select 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.*

#### **Requirements for the Minor in Chinese Studies (20 credits)**

- CHI 2010. Intermediate Chinese I (4)
- CHI 2020. Intermediate Chinese II (4)
- CHI 2050. Oral Communication (4)

Select two courses from the following list:

- CHI 2080. Grammar and Composition (4)
- CHI 3020. Cultural Identities of Chinese Martial Arts in a Global Environment (4)
- CHI 3021. Exploring China: Language, Culture, and People in a Globalized World (4)
- CHI 3180. Chinese for Business (4)

#### **Requirements for the Minor in East Asian Studies (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 Italian Studies 20 credits)**

- ITA 2020. Intermediate Italian II (4)
- ITA 2040. Conversation (4)
- ITA 2050. Readings and Composition (4)
- Any two 3000-level ITA courses (8)

#### **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. [MODFL]*

**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. [MODFL]*

**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. [MODFL]*

**CHI/GBS 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 the HPU campus and a faculty-led trip to China.

Specifically, 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. [EXPLN]*

**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.*

**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.*

**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.*

**CHI 3180. Chinese for Business.** This course will enable students to expand their Chinese language skills to the business arena. CHI 3180 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.*

**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.*

**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. [MODFL]*

**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. [MODFL]*

**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. [MODFL]*

**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. [MODFL]*

**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 higher or permission of the instructor. Four credits.*

**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 17<sup>th</sup> 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: FRE 3200 with a grade of C or higher, or permission of the instructor. Four credits.*

**FRE 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 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. *Prerequisites: ENG 1102 or ENG 1103 and junior status or permission of the instructor. Taught in English. 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. *Prerequisites: 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.** This 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 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. [MODFL]*

**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. [MODFL]*

**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.*

**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.*

**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. [MODFL]*

**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. [MODFL]*

**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. [MODFL]*

**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. [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. 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. *Prerequisite: ITA 1020 or permission of the instructor. Four credits. [EXPLN]*

**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.*

**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. [MODFL]*

**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.*

[MODFL]

**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 Nonprofit 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.*

**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.

**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. [MODFL]

**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. [MODFL, EXPLN]

**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. *Bi-lingual 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 SPN 2141.* Four credits. [EXPLN]

**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. [EXPLN]

**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. [EXPLN]

**SPN 3060. Hispanic Short Stories.** The study, analysis, and discussion of Hispanic short stories of the 20<sup>th</sup> and 21<sup>st</sup> 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 3130. Hispanic Cultures through Sport.** This course uses professional and popular sport as a cultural phenomenon to give students an insight into the people, history, and international and domestic politics of Spain and Hispanic America. Students will read, watch, discuss, and analyze a variety of texts to understand how sports, especially football (soccer) and baseball, have become cultural elements of Spanish-speaking countries. We will discuss major political and sporting events throughout the 20<sup>th</sup> and 21<sup>st</sup> centuries to explore how sport and society have overlapped to form national collective identities within a globally-connected world. *Prerequisites:* SPN 2130 with a grade of C or higher and SPN 2140, or permission of the instructor.

**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.

**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 19<sup>th</sup> 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 19<sup>th</sup> to 21<sup>st</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> and 21<sup>th</sup> 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, theater, 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.

**SPN 3300. Spanish Study Abroad.** This is a study abroad immersion course for the upper-intermediate and advanced Spanish major or minor. Students will live an immersion experience in a Hispanic country. The specific program of study will vary depending on the country of destination, but all variations of the course will include study and analysis of literary works, films, historical and current events, music, and other cultural products of the host country. *Prerequisite:* SPN 2130 with a grade of C or higher by the time of departure. Four credits.

**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.

**SPN 4010. Advanced Grammar and Composition.** Study and practice of advanced grammatical structures and a continuation of 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 Kenneth F. Kahn School of Law

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**A**t High Point University's Kenneth F. Kahn School of Law we are preparing lawyers for an evolving legal profession. We recognize that it remains critical for lawyers to receive rigorous instruction in legal doctrine and practical lawyering skills. We also understand, however, that to flourish in the legal profession and have a positive impact on society, law students must also cultivate their entrepreneurial spirit, ethical reasoning, and values-based professional identity.

The Kenneth F. Kahn School of Law therefore builds on HPU's expertise in life skills instruction by educating our students in the life skills that are crucial for success in the legal profession. Our curriculum is grounded in the core doctrinal legal subjects of Contracts, Property, Torts, Civil Procedure, Criminal Law, and Constitutional Law. Our faculty adopt inclusive teaching approaches that not only emphasize the cognitive aspects of learning, but also address the affective components so as to build students' emotional intelligence.

In addition, our first-year curriculum features two courses expressly designed to help our students form their professional identity. The first course will be taught in students' first semester and will feature guest speakers who will inspire students with examples of the many professional pathways one can pursue with a law degree. The second course will focus on strategies to help students discern their professional calling, including the opportunity for every student to create a career development plan.

Our innovative curriculum will be taught by an extensive set of full-time and extended faculty of over sixty distinguished federal and state judges and lawyers. The extended faculty will partner with the full-time faculty to provide instructional support in the classroom and offer practical insights from their own professional experiences. This unique group of faculty will enable every student to receive personalized mentoring from two mentors, one from the full-time faculty and one from the extended faculty or from another esteemed judge or practicing lawyer.

Beyond these curricular and co-curricular components, the Kenneth F. Kahn School of Law sponsors programming and initiatives to enhance our students' well-being, and it houses robust vocational planning and career placement services to equip students with the skills and insights needed for them to secure their desired professional placement. As we encourage our students to do good in the world, we are fostering the next generation of lawyer-leaders who will serve their communities with exceptional legal skill and inspirational integrity.

If you are interested in pursuing a career in the legal profession, we encourage you to contact us so that we can help you on your way!



A handwritten signature of Mark Martin in blue ink, written in a cursive style.

Mark Martin, J.D.  
Dean of the School of Law

## KENNETH F. KAHN SCHOOL OF LAW

Hon. Mark Martin, *Dean*; Mr. Natt Gannt, *Associate Dean for Academic Affairs*; Mr. R. Jay Shively, Jr. *Associate Dean of Admissions*.

### Mission

The High Point University School of Law educates students in the life skills of effective communication, critical thinking, cultural competence, and negotiation to succeed as client-centered professionals in a competitive and rapidly changing world. These skills are grounded in the knowledge, values, and mindset of a free society.

### Curriculum

The J.D. degree will be designed to provide students with a robust foundation in the knowledge, skills, and values that ensure success as legal professionals prepared to make significant contributions to society. HPU's J.D. program will require courses in the foundational subjects of Civil Procedure, Constitutional Law, Contracts, Criminal Law, Legal Research and Communication, Professional Responsibility, Property, and Torts. The program will also have required courses in professional and ethical formation as well as required course that provide varied and robust experiential learning opportunities.

Several distinctive features of the curriculum highlight why a prospective law student will be interested in obtaining a J.D. degree from High Point University:

- To benefit from a law curriculum that grounds students in the values, knowledge, and mindset of a free society, and instills in them key life skills (excellence in oral and written communication, critical thinking, problem-solving, cultural competence, and collaboration that ensure their success in a competitive and rapidly changing world;
- To profit from inclusive teaching approaches that not only emphasize the cognitive aspects of learning but also address the affective components, so as to build students' self-efficacy and a strong sense of professional identity;
- To benefit from abundant experiential learning opportunities that allow students to apply what they have learned in the classroom in real-world contexts;
- To receive an education where the ethical practice of law is emphasized pervasively throughout the curriculum.
- To benefit from outstanding faculty who will provide the high level of mentorship for which HPU faculty are known;
- To receive comprehensive bar and career preparation services to ensure student success upon graduation;

- To prepare for their future profession on a campus that is known for its inspiring environment and exceptional facilities.

### Admission Requirements

The admissions process will be competitive and consistent with the standards of other J.D. programs in the country and with the requirements of the American Bar Association. Each J.D. applicant will be evaluated based on their individual merits by the HPU School of Law Admissions Committee.

When determining the academic preparedness of an application for law school, but undergraduate grade point average and LSAT scores will be factored into the decision. While GPA is an important factor, LSAT scores are stronger predictors of success in law school, and are predictive of first-year law school GPA, class rank at graduation, and performance on the bar exams. It is generally accepted that students with LSAT scores below 150 will struggle in law school, and thus this score will be used as a standard when considering applicants for the HPU School of Law. Applicants with an LSAT score below 150 will only be considered if they have other exceptionally meritorious accomplishments.

The minimum GPA that will be considered is 3.0, with greater than 3.5 being the recommended GPA. Difficult or advanced undergraduate courses will be viewed more favorably, as will the trend of a student's academic performance. Thus, if a student's undergraduate coursework starts off with lower grades but shows improvement over time, this will benefit their application.

To be considered for admission, applicants will be required to submit:

- LSAC application
- Supplemental application
- LSAT scores
- Letters of evaluation
- Official college/university transcripts.

Admission decisions will be based on a combination of the following:

- Strength of the undergraduate academic record.
- Performance on the Law School Admissions Test (LSAT).
- Personal references.
- Written personal statement.
- Leadership and/or community service experiences.
- Work experiences.
- Relevant demonstrated skills.
- Obstacles overcome.
- Personal on-campus interview.





HIGH POINT UNIVERSITY  
**WANECK**  
SCHOOL  
OF  
NATURAL  
SCIENCES

The Hub  
of HPU's  
\$250 Million  
Innovation  
Corridor

STEM  
Using innovation  
to advance life

WANECK



# The Wanek School of Natural Sciences

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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 "Brian H. Augustine". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Brian H. Augustine, Ph.D.  
Interim Dean of the Wanek School of Natural Sciences

## Department of Biology

Dr. Robert Charvat; Dr. Neil Coffield; Dr. Dinene Crater;  
Dr. Michael Grider; Dr. Nicole Hughes; Dr. Dane Kuppinger;  
Dr. Kenneth McKenna; Dr. Megan Rudock; Dr. Kelli Sapp;  
Dr. Yul Sim; Dr. Daniel Stroik; Dr. Kevin Suh; Dr. Jeremy  
Whitson.

### Programs of Study

- Biology Major (B.A. and B.S.)
- Neuroscience Major (B.S.)
- Biology Minor
- Neuroscience 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.....	41-42 credits
University Core Requirements.....	36-44 credits
Electives.....	42-51 credits
TOTAL.....	128 credits

#### B.S. in Biology

Major Requirements.....	53-54 credits
University Core Requirements.....	36-44 credits
Electives.....	30-39 credits
TOTAL.....	128 credits

#### B.S. in Neuroscience

Major Requirements.....	56 credits
University Core Requirements.....	36-44 credits
Electives.....	28-36 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 solve problems.
2. communicate biological concepts and data effectively, both orally and in written form, to the scientific and lay communities.
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 U.S. and globally.
6. demonstrate the understanding and skills necessary to work in a diverse world.

**Requirements for the B.A. in Biology (41-42 credits)**

BIO 2001. Principles of Genetics (3)  
 BIO 2002. Principles of Genetics Lab (1)  
 BIO 2500. Principles of Ecology, Evolution, & Biodiversity (3)  
 BIO 2501. Principles of Ecology, Evolution, & Biodiversity Lab (1)  
 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 (53-54 credits)**

BIO 2001. Principles of Genetics (3)  
 BIO 2002. Principles of Genetics Lab (1)  
 BIO 2500. Principles of Ecology, Evolution, & Biodiversity (3)  
 BIO 2501. Principles of Ecology, Evolution, & Biodiversity Lab (1)  
 CHM 1010/1011. General Chemistry I/Lab (4)  
 CHM 1020/1021. General Chemistry II/Lab (4)  
 CHM 2010/2011. Organic Chemistry I/Lab (4)  
 CHM 2520-2521. Organic Chemistry II/Lab (4)  
 MTH 1410. Calculus I (4)  
 STS 2020. Introduction to Statistics (4) **or** STS 2910. Introduction to Statistical Analysis (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 3230. Medical Entomology (4)  
 BIO 3250. Health and Ecology Applications of GIS (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.*

*\*\*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)  
 BIO/BCH 4098. Cancer Cell Biology (4)  
 BCH 3010. Biochemistry I (3)



### 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 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 3230. Medical Entomology (4)
- BIO 3250. Health and Ecology Applications of GIS (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)
- BIO/BCH 4098. Cancer Cell 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.

**Students completing the B.A. and B.S. degrees in Biology must take BIO 1500/1501. Principles of Cell Biology/Lab (3/1) as their Natural Sciences General Education course.**

### Requirements for the Minor in Biology (20 credits)

- BIO 1500. Principles of Cell Biology (3)
- BIO 1501. Principles of Cell Biology Lab (1)
- BIO 2001. Principles of Genetics (3)
- BIO 2002. Principles of Genetics Lab (1)
- BIO 2500. Principles of Ecology, Evolution, & Biodiversity (3)
- BIO 2501. Principles of Ecology, Evolution, & Biodiversity Lab (1)

#### 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, or graduate/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 be able to:

1. Demonstrate an understanding of the circuits and patterns of neural activity that give rise to mental processes and behavior.
2. Demonstrate proficiency in scientific literacy and analytical skills.
3. 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 (52 credits)****Core Courses (24 credits)**

BIO 2001/2002. Principles of Genetics/Lab (3/1)  
 NEU 3010. Cellular and Molecular Neuroscience (4)  
 NEU 3011/3011L. Systems Neuroscience/Neuroanatomy Lab (4)  
 PSY 2000. Introduction to Psychology (4)  
 PSY 2100. Statistics for Psychology (4) **or** STS 2020. Introduction to Statistics (4) **or** STS 210. Introduction to Statistical Analysis with SAS Applications (4)  
 PSY/NEU 2600. Biopsychology (4)

**Behavioral Neuroscience Track (28 credits)**

PSY 2500. Cognitive Psychology (4)  
 PSY 3100. Research Methods in Psychology (4)

Select 12 credits from the following list:

PSY 3510. Language & Thought (4)  
 PSY 3520. Sensation & Perception (4)  
 PSY 4342. Cognitive Aging (4)

PSY 4510. Learning & Memory (4)  
 PSY 4610. Drugs & Human Behavior (4)  
 PSY 4620. Clinical Neuropsychology (4)

Select 8 credits from the following list. At least 4 credits must be outside of psychology:

CSC 1710. Introduction to Computer Programming (4)  
 NEU 4200. Neurogenesis (4)  
 NEU 4210. Current Techniques in Neuroscience (4)  
 NEU 4290. Current Topics in Neuroscience (4)  
 PSY 2250. Abnormal Psychology (4)  
 PSY 2300. Lifespan Development (4)  
 PSY 4110. Undergraduate Research (4)  
 PSY 4710-4750. Internship (4)  
 STS 2950. Biostatistics (4)

**Neurobiology Track (28 credits)**

BIO 3061. Integrated Human Physiology/Lab (3/1)

Select 12 credits from the following list. At least 4 credits must have a NEU prefix:

NEU 4200. Neurogenesis (4)  
 NEU 4210. Current Techniques in Neuroscience (4)  
 NEU 4290. Current Topics in Neuroscience (4)  
 PSY 3510. Language & Thought (4)  
 PSY 3520. Sensation & Perception (4)  
 PSY 4342. Cognitive Aging (4)  
 PSY 4510. Learning & Memory (4)  
 PSY 4610. Drugs & Human Behavior (4)  
 PSY 4620. Clinical Neuropsychology (4)

Select 12 credits from the following list:

CHM 1010/1011. General Chemistry I/Lab (3/1)  
 CHM 1020/1021. General Chemistry II/Lab (3/1)  
 CHM 2010/2011. Organic Chemistry I/Lab (3/1)  
 CHM 2020/2021. Organic Chemistry II/Lab (3/1)  
 PHY 1510/1511. General Physics/Lab (3/1)  
 STS 2950. Biostatistics (4)

**Students completing the B.S. degree in Neuroscience must take BIO 1500/1501. Principles of Cell Biology/Lab (3/1) as their Natural Sciences General Education course and MTH 1400. Pre-Calculus (4) as their Quantitative Reasoning General Education course.**

*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.*

### Requirements for the Minor in Neuroscience (20 credits)

PSY/NEU 2600. Biopsychology (4)  
 BIO 2001/2002. Principles of Genetics/Lab (3/1)  
 NEU 3010. Cellular and Molecular Neuroscience (4)

Select 8 credits from the following list

NEU 3011/3011L. Systems Neuroscience/Neuroanatomy Lab (4)  
 NEU 4200. Neurogenesis (4)  
 NEU 4210. Current Techniques in Neuroscience (4)  
 NEU 4290. Current Topics in Neuroscience (4)  
 PSY 2500. Cognitive Psychology (4)  
 PSY 3510. Language & Thought (4)  
 PSY 3520. Sensation & Perception (4)  
 PSY 4342. Cognitive Aging (4)  
 PSY 4510. Learning & Memory (4)  
 PSY 4610. Drugs & Human Behavior (4)  
 PSY 4620. Clinical Neuropsychology (4)

\*PSY 2000 is a prerequisite for this course.

\*\*BIO 1500 is a prerequisite for this course.

\*\*\*BIO 2001/2002 is a prerequisite for this course.

\*\*\*\*PSY 2000 is a prerequisite for this course.

## 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. Corequisite: BIO 1100L. Four credits. [NTSCL]*

**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. Corequisite: BIO 1120L. Four credits. [NTSCL]*

**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. Corequisite: BIO 1400. Three credits.*

**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. [NTSCL]*

**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. [NTSCL]*





**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 2002. Three credits.

**BIO 2002. 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. *Prerequisite:* BIO 1500/1501 with a grade of C- or higher. *Corequisite:* BIO 2001. One credit.

**BIO 2040/2040L. Microbiology for the Health Sciences/Lab.** 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 1500/1501 and BIO 2001/2002 with grades of C- or higher. Four credits.

**BIO/PHS 2060. Human Physiology.** This course is the lecture component of Human Physiology. It provides students with a fundamental understanding of human physiology using a systems approach (i.e. cardiovascular, pulmonary, musculoskeletal, nervous, etc.). This course discusses the physical and chemical mechanisms by which human systems function with a focus on homeostasis, a dynamic equilibrium regulated locally and by neural and endocrine systems. Some pathologies are covered to better understand normal function. *Corequisite:* BIO/PHS 2061. Three credits. [NTSCL]

**BIO/PHS 2061. Human Physiology Lab.** This course is the laboratory component of Human Physiology and is designed to provide students with lab-based experiences relating to multiple of physiology constructs. Students participate in non-invasive laboratory sessions that may employ a variety of instructional mediums including computer-assisted data acquisition related to several systems (neuromuscular, cardiovascular, pulmonary, renal, etc.). *Corequisite:* BIO/PHS 2060. One credit. [NTSCL]

**BIO/ANA 2070. Human Anatomy.** This course is the lecture component of Human Anatomy and will provide students with a foundational understanding of anatomical terminology and the three-dimensional relationships of structures within the human body. *Corequisite:* BIO/ANA 2071. Four credits. [NTSCL]

**BIO/ANA 2071. Human Anatomy Laboratory.** This course is the laboratory component of Human Anatomy and is designed to provide students with lab-based experiences relating to a survey of human anatomical structures and systems. Laboratory sessions may employ a variety of instructional mediums including anatomical models, interactive electronic programs, cadaveric prosecution, and dissection of a representative animal. *Corequisite:* ANA/BIO 2070. One credit. [NTSCL]

**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 perspectives on human's place in the world. *Prerequisites:* BIO 1500 and BIO 2001 with a grade of C- or higher. Four credits.

**BIO 2501. Principles of Ecology, Evolution, and Biodiversity Lab.** This laboratory will introduce students to tools and methods used in the study of ecology and evolution. Field and laboratory exercises will focus on fundamental principles of ecology and evolution such as biogeography, competition, old field succession, natural selection, taxonomy, and cladistics. Biodiversity and the classification of organisms will be emphasized. Students will also refine skills related to data analysis and the interpretation of scientific literature. *Prerequisite:* BIO 2001/2002 with a grade of C- or higher. *Corequisite:* BIO 2500. One credit.

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

**BIO 3000. Cell Biology.** A study of the cell: its origins, sub-microscopic 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 2001/2002 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/NEU 3010. Principles of Cellular Neurobiology.** 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 2001/2002 with a grade of C- or higher. Corequisite: BIO/NEU 3010L. 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 2001/2002 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 2500/2502 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 homeo-static 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 2001/2002 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 2001/2002 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 of 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 2500/2501 or ENV 1110. 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.* [EXPLN]

**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.* [EXPLN]

**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 2500/2501 or ENV 1110. *Four credits.* [EXPLN]

**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 2001/2002 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 2001/2002 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 2001/2002 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 2001/2002 with a grade of C- or higher, or permission of the instructor. *Four credits.*

**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 2001/2002 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 2001/2002 with a grade of C- or higher, or permission of the instructor. Four credits.*

**BIO 4080. Human Gross Anatomy.** This course provides students with an opportunity to conduct an in-depth dissection of a human cadaver. Students will dissect all major anatomical regions of the body: thorax, abdomen and pelvis, back and limbs, and head and neck. This dissection will serve as the foundation of a discussion on anatomical research methods, including an introduction to clinical anatomical study methods, study design, and research proposals. *Prerequisite: BIO 3071 with a grade of B- or higher. 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 2001/2002 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/BCH 4098. Cancer Cell Biology.** Understanding the molecular and cellular events involved in tumor formation, progression, and metastasis is crucial to the development of innovative therapies for individuals suffering from cancer. Basic research has provided much insight into these pathways through the use of biochemical, molecular, and genetic analyses in yeast, cell culture, mice, and other model systems. In this course, we will explore the major discoveries in cancer cell biology, the laboratory tools and techniques used in cancer cell biology, and the recent advances in cancer therapies with a focus on the primary scientific literature. *Prerequisites: BIO 1500/1501 and BIO 2001/2002. Four credits.*

**BIO/ANA 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.*

**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 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 techniques 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 \$5. Four credits. [INTSCL]*

**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.*

**EXP 1211. Foundations of Professional Identity in the Natural Sciences.** Collaboration is fundamental to scientific inquiry. The most transformative and impactful scientific breakthroughs are realized through interdisciplinary approaches and often require the efforts of many and varied contributors. In short, science in industry and academia is dynamic. Scientists and clinicians must be innovative and adaptable. This course requires undergraduates to clearly define their academic and career goals and subsequently think more creatively and collaboratively about accomplishing these goals. Students will strengthen their professional identities by constructing a digital presence appropriate for applications to graduate or professional programs. Students will also foster skills in collaboration and creativity by planning programs to strengthen the sense of community in the natural sciences at HPU. *This course is specifically for Natural Sciences Fellows to take each of their first two semesters of their freshman year. Course is graded Pass/Fail. One credit.*

**NEU 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. Three credits.*

**NEU 3011L. Neuroanatomy Laboratory.** This is the laboratory component of the Neuroanatomy lecture. *Corequisite: NEU 3011. One credit.*

**NEU 3111. Neuroanatomy and Systems Laboratory.** This course will cover neuroanatomy of the central and peripheral nervous systems. Students will learn the fundamentals of how the mammalian nervous system is structured and how it functions. Students will also be introduced to neurological disorders and begin to diagnose dysfunctions based on clinical case studies. *Prerequisite: NEU 3010 with minimum grade C- or higher. Corequisite (recommended): NEU 3011. One credit.*

**NEU 4080. Neurobiology.** This course will cover the physiological and molecular mechanisms of nervous system functions. Topics include neuroanatomy, development and differentiation of neuronal cells; chemical and electrical functions; synaptic pharmacology; sensory receptors; learning and memory; and various disease states and medical treatments. *Prerequisite: BIO 1399 or BIO 2000. Three 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. Current Techniques in Neuroscience.** This course combines discussion and experiential laboratory components of modern techniques used to investigate the nervous system. Review and discussion of the primary literature constitutes a significant portion of the course, and thus many experimental methodologies in the field of neuroscience are 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.*

**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.*



## Department of Chemistry

Dr. Todd Knippenberg, *Chair*; Dr. Meghan Blackledge; Dr. Angela Broadnax; Dr. Keir Fogarty; Dr. Chris Fowler; Dr. Sarmad Hindo; Dr. Kelsey Kean; Dr. Pamela Lundin; Dr. Elizabeth McCorquodale; Dr. Brock Miller; Dr. Heather Miller; Dr. Andrew Wommack.

### Programs of Study

- Chemistry Major (B.A. and B.S.)
- Biochemistry Major (B.S.)
- Chemistry Minor
- Forensic Science 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.....	36-44 credits
Electives.....	35-43 credits
TOTAL.....	128 credits

#### B.S. in Chemistry

Major Requirements.....	68 credits
University Core Requirements.....	36-44 credits
Electives.....	16-24 credits
TOTAL.....	128 credits

#### B.S. in Biochemistry

Major Requirements.....	6 credits
University Core Requirements.....	36-44 credits
Electives.....	1-25 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 2010. Organic Chemistry I (3)
- CHM 2020. Organic Chemistry II (3)
- CHM 2511. Organic Chemistry I Laboratory, Majors (1)
- 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)

The B.S. in Chemistry is approved by the American Chemical Society. ACS-approved programs offer a broad-based and rigorous chemistry education that gives students intellectual, experimental, and communication skills to become effective scientific professionals. This degree will qualify students to attend graduate school in Chemistry and related fields, and will prepare candidates in greater depth for a range of opportunities in industrial employment, professional schools, and the allied health professions.



“Every great advance in science has issued from a new audacity of the imagination.”

– John Dewey

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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 2010. Organic Chemistry I (3)  
CHM 2020. Organic Chemistry II (3)  
CHM 2511. Organic Chemistry I Laboratory, Majors (1)  
CHM 2521. Organic Chemistry II Laboratory, Majors (1)  
CHM/CHM 3030. Quantitative Analysis (4)  
CHM 3060. Instrumental Analysis (4)  
CHM 3110. Inorganic Chemistry (3)  
CHM 311X. Advanced Topics Laboratory (4)  
BCH 2990. Research & Writing in Chemistry/Biochemistry (3)  
BCH 3010. 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 list:

Any 2000 or higher level physics (PHY) course (4)  
STS/CSC 1600. Introduction to Data (4)  
CSC 1610. Introduction to Programming for Data Analytics (4)  
CSC 1710. Introduction to Programming (4)  
CSC 1705. Python Programming (4)  
STS 2910. Introduction to Statistical Analysis (4)  
STS 3005. Probability and Statistics for Engineers (4)  
MTH/PHY 2050. Mathematical Methods in Engineering and Physics (4)  
MTH 2410. Calculus III (4)  
One 3-credit chemistry elective at the 3000-level or higher (3). This course must include a laboratory in order to complete an ACS-approved degree.\*

\*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 2011. Organic Chemistry I Laboratory (1) **or** CHM 2511. Organic Chemistry I Laboratory, Majors (1)  
CHM 2010. Organic Chemistry I (3)  
CHM 2020. 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 2010. Organic Chemistry I (3)  
CHM 2020. Organic Chemistry II (3)  
CHM 2511. Organic Chemistry I Laboratory, Majors (1)  
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)

### Requirements for the Minor in Forensic Science (20 credits)

SOA/CRJ 2200. Forensic Anthropology (4)

#### Natural Sciences Track (16 credits)

Select 16 credits from the following list of courses\*:

BIO/ANA 2070/2071. Human Anatomy/Lab (4)  
 CHM 1616. Forensic Chemistry I. (4)  
 CHM 2616. Forensic Chemistry Methods (4)  
 BIO 3230. Medical Entomology (4)  
 BIO 3250. Health and Ecological Applications of GIS (4)  
 SOA/ANA 4100. Human Osteology (4)

#### Social Sciences Track (16 credits)

Select 16 credits from the following list of courses\*:

CRJ 1900. The U.S. Justice System (4)  
 CRJ 2800. Police Operations (4)  
 CRJ 3500. Crime Scene Investigation (4)  
 PSY 3910. Forensic Psychology (4)  
 SOA 2450. Introduction to Biological Anthropology (4)  
 SOA/ANA 4100. Human Osteology (4)

\*At least 8 credits should be at the 3000-level or higher.



## 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 elsewhere in the *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 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: BHS 3520. Course consists of four 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: BCH 3510 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 co-requisite: BCH 4150. Course consists of three laboratory hours per week and is offered in the fall. Two credits.*

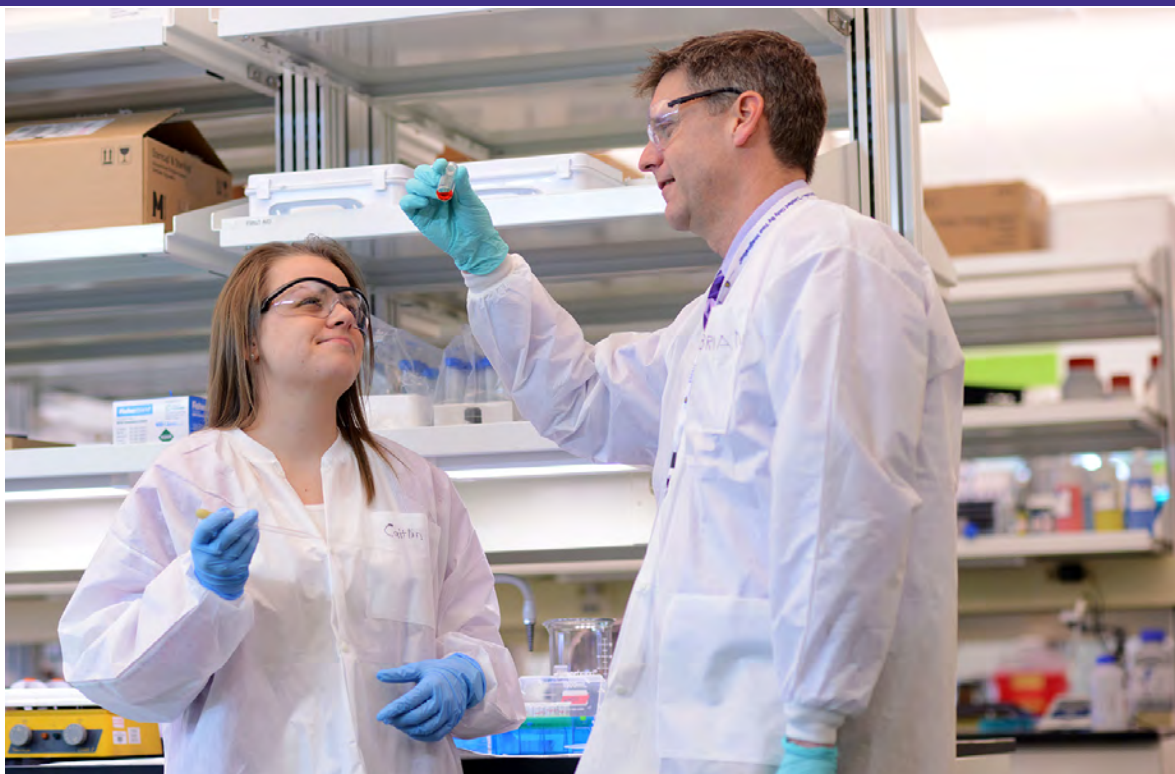
**BCH 4444. Independent Study.** Individual study and research under the guidance of a member of the department. *One to four credits each semester.*

**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. [NTSCL]*

**CHM 1008/1008L. Problem Solving in General Chemistry I.** 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. [NTSCL]*

**CHM 1009. Problem Solving in General Chemistry II.** This course is designed to promote mastery of fundamental chemical concepts necessary to succeed in CHM 1020 (General Chemistry II) and beyond, if needed. This course is a continuation of the principles and problem solving strategies developed in CHM 1008. Topics covered include gas laws, thermochemistry, quantum concepts, period trends, bonding theories, Lewis structures, and intermolecular forces. *Prerequisite: CHM 1009. Co-requisite: CHM 1011. This course consists of three lecture hours per week. Three 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, quantum chemistry, and thermochemistry. *Corequisite: CHM 1011. Course is offered in the fall. Three credits. [NTSCL]*

**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. One credit. [NTSCL]*

**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, quantum chemistry, and thermochemistry. *Three credits. [NTSCL]*

**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. [NTSCL]*

**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 will introduce the fundamental principles of chemistry and their application to conceptual and mathematical problem solving in medical and investigative forensics. Laboratory sessions will reinforce the lecture topics through scientific methods and techniques utilized in forensic chemistry. In addition to learning problem solving and critical thinking skills, students will be introduced to laboratory safety and gain hands-on experience using a variety of laboratory equipment and techniques. *This course is suited for those seeking a minor in Forensic Science or a non-major with an understanding of some high school science principles and familiarity with the application of algebra. This course consists of two class hours and three laboratory hours per week. Four credits. [NTSCL]*

**CHM 2010. Organic Chemistry I.** A foundational study of organic molecules stressing molecular structure and reactivity. Bonding, nomenclature, acidity, and general trends of molecular reactivity are covered. Drawing and rationalizing reaction mechanisms is discussed in the context of nucleophilic substitutions and eliminations and alkene and alkyne chemistry. Interpretation of mass spectrometry and infrared spectroscopy of organic compounds is covered. *Prerequisite: CHM 1020 or 1520 with a grade of C- or higher; pre- or co-requisite: CHM 2011 or CHM 2511. Three credits.*

**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 or CHM 1021 with a grade of C- or higher; pre- or corequisite: CHM 2010. Course consists of three laboratory hours per week and is offered in the fall. One credit.*

**CHM 2020. Organic Chemistry II.** Organic molecules are studied more in depth, with a greater focus on the contributions of molecular orbitals to reactivity and reaction outcomes. Synthesis and reactions of alcohols and ethers, aromatic reactions, pericyclic reactions, nucleophilic substitution and addition at the carbonyl group, and synthesis and reactions of amines are covered. Theory, use, and interpretation of nuclear magnetic resonance spectroscopy to evaluate organic

compounds will be discussed. *Prerequisite: CHM 2010 or 2510 with a grade of C- or higher; pre- or co-requisite: CHM 2021 or CHM 2521. Three credits.*

**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 2010 and CHM 2011 with a grade of C- or higher; corequisite: CHM 2020. Course consists of three laboratory hours per week and is offered in the spring. One credit.*

**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. 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 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 2616. Forensic Chemistry Methods.** This course builds on introductory chemistry topics. We will take a more in-depth look into the areas of atomic properties, solutions, thermochemistry, molecular structure, gasses, proteins, and DNA. There will be a focus on the use of typical chemical instrumentation in the forensics field, including the proper handling of samples and data analysis throughout the process. *The course will operate as an integrated lecture (2 hours) and laboratory (3 hours) experience. Prerequisite:* CHM 1616, CHM 1020.

**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 three 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. *Prerequisite:* CHM 2510. *Course is offered in the fall semester of odd years. Four credits.*

**CHM 3112. Advanced Topics Laboratory: Bioanalytical Methods.** This 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. *Prerequisite:* CHM 2510. *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. Briana Fiser, *Chair*; Dr. Adam Anthony; Dr. Brad Barlow;  
Mr. Jacob Brooks; Mr. Jeffrey Regester.

### Programs of Study

- Physics Major (B.A. and B.S.)
- Applied Physics Minor
- 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.....	36-44 credits
Electives.....	36-44 credits
TOTAL.....	128 credits

#### B.S. in Physics

Major Requirements.....	62 credits
University Core Requirements.....	36-44 credits
Electives.....	22-30 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 (16 credits)

CSC 1710. Introduction to Programming (4)  
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)

### Requirements for the Minor in Applied Physics (24 credits)

PHY 1510. General Physics I (3)  
PHY 1511. General Physics I Laboratory (1)  
PHY 1520. General Physics II (3)  
PHY 1520. General physics II Laboratory (1)

**OR**

PHY 2010. Fundamentals of Physics I (4)  
PHY 2020. Fundamentals of Physics II (4)  
MTH 1410. Calculus I (4) **or** MTH 1415. Mathematics for  
Engineers I (4)

Select three courses from the following list. At least 2 of these must be PHY courses at or above the 2000-level.

CHM 3111. Advanced Topics Laboratory: Materials and Nanosystems (4)  
PHY 1050. Astronomy of Stars, Galaxies, and the Cosmos (4)  
PHY 1100. Physics of Sound and Music (4)  
PHY 1200. Physics of Video Games (4)  
PHY 2050. Mathematical Methods in Engineering and Physics I (4)  
PHY 2100. Electronics (4)  
PHY 2150. Mathematical Methods in Engineering and Physics II (4)  
PHY 2200. Computational Physics (4)  
PHY 3500. Biological Physics (4)  
PHY 3600. Optics (4)  
PHY 3700. Modern Astrophysics (4)

### 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)

*\*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.*



## 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.*

**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. [NTSCL]*

**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. [NTSCL]*

**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. [NTSCL]*

**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. [NTSCL]*

**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. [NTSCL]*

**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 1701. The Physics and Practice of Rocket Science.** An introduction to the physics, history, and practice of rocketry. Rockets are tools that allow the launch of satellites for commercial and scientific purposes, as well as probes that go past Earth orbit into the solar system and even beyond. In this course students will learn the physics behind rocket flight, the history of rocketry, and learn to use various tools in the Physics Shop to actually build both low-power and high-power rockets. *This course satisfies the Natural Sciences and Experiential Learning general education requirements and consists of three lecture hours and two lab hours. Four credits. [NTSCL, EXPLN]*

**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. Topics include various applications of fundamental principles to matter and interactions, including classical, relativistic, and quantum systems. *This course satisfies the Area II General Education elective in Natural Science. Prerequisite or corequisite: MTH 1410 or MTH 1415. 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. [INTSCL]*

**PHY 2012. Design and Prototyping.** This course focuses on the effective and safe use of traditional and modern shop and makerspace tools, such as 3D printers, laser cutters, drill presses, and table saws. Additionally, the course will use these tools for the conception, design, prototyping, evaluation, and improvement of a product to meet predefined needs. Ideal for science or engineering students seeking skills in the design and construction of scientific apparatuses or products. *Prerequisite: Permission of the instructor. One credit.*

**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: PHY 2010 with a grade of C- or higher. Prerequisite or co-requisite: MTH 1420 or MTH 1425. 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 in mathematics. Prerequisites: PHY 2010 and either MTH 1420 or MTH 1425. This course is offered in the fall. 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 transistor, transistor amplifiers, operational amplifiers, integrated circuits, analog to digital converters, and digital logic. *Prerequisite: MTH 1410 or MTH 1415. This course is offered in the spring of even-numbered years and consists of 6 hours of integrated lecture and laboratory. 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 mathematics. *Prerequisite: MTH/PHY 2050. This course is offered in the spring. 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. *This course is offered in the spring of odd-numbered years. Prerequisites: PHY 2010 or 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, and either PHY/MTH 2150 or MTH 2410 and MTH 3410. This course consists of 6 hours of integrated lecture and laboratory per week. Course is offered in the fall of even-numbered years. 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, and either PHY/MTH 2150 or 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 non-relativistic 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, and either PHY/MTH 2150 or MTH 2410 and MTH 3410. 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, and either PHY/MTH 2150 or MTH 2410 and MTH 3410. This course is offered in the 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. 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. Four credits.*

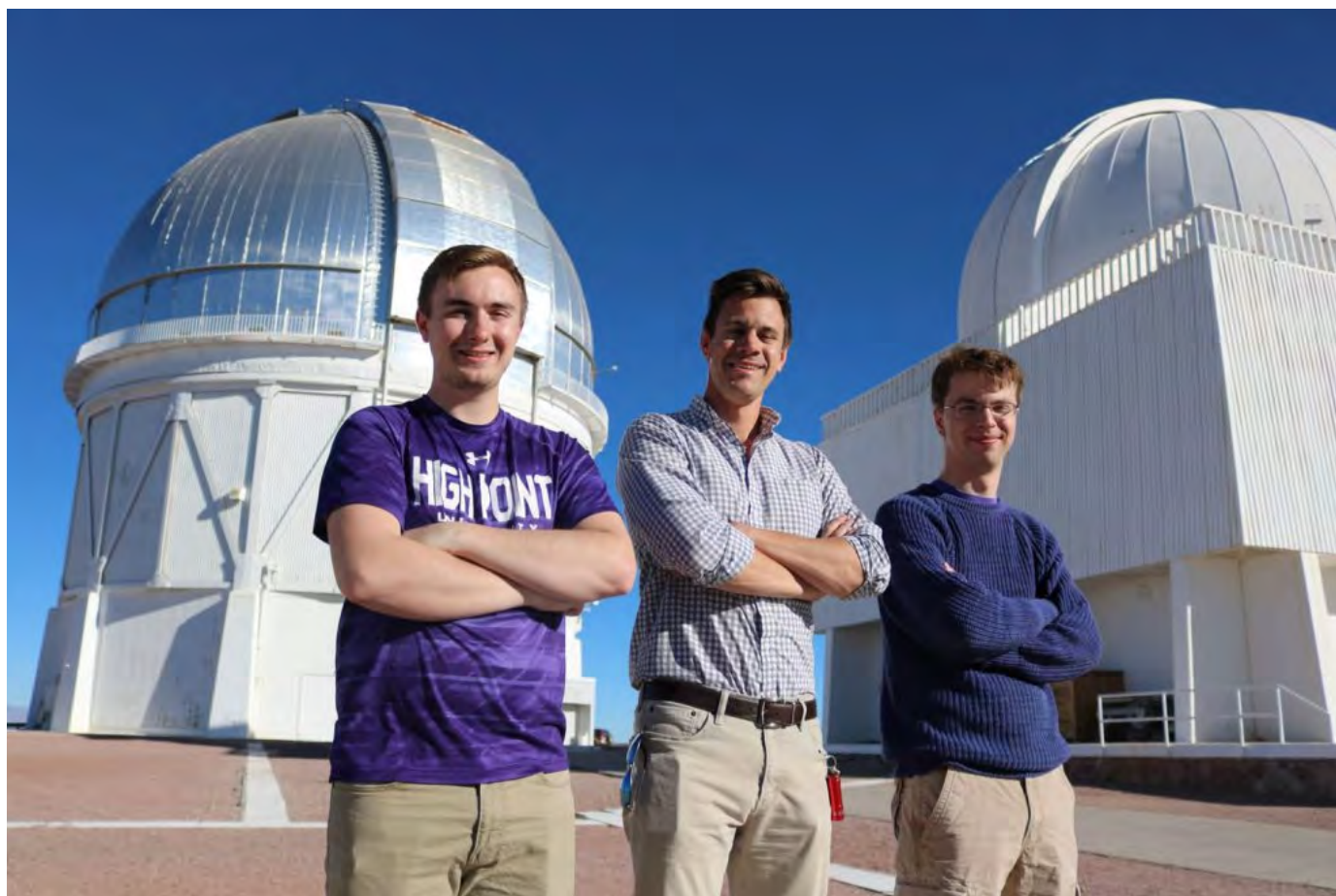
**PHY 3700. Modern Astrophysics.** An introduction to the fields of modern astrophysics and cosmology. This course will

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 and evolution, exoplanets, Galactic and extragalactic astronomy, cosmology, and observational astronomy. *Prerequisite: PHY 2020. 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.*



# School of Nursing

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High Point University's School of Nursing aims to prepare safe, competent, and diverse professional nurse leaders through education, scholarship, and evidence-based practice models with a focus on illness prevention, health promotion, and community engagement. Using an interdisciplinary approach, we promote a commitment to life-long learning, diversity, inclusivity, equity, and extraordinary care for communities across the lifespan.

Our 50,000 sq ft. facility is equipped with state-of-the-art resources essential for preparing 21<sup>st</sup> century nursing graduates for the workforce. The Nursing Skills Lab has fourteen diverse manikins with low to high fidelity simulators. The three high-fidelity nursing simulation suites – Maternal Newborn/Labor and Delivery, Pediatrics, and Adult Health – train students to provide care to individuals at all stages of life.

School of Nursing faculty are recognized as expert clinicians, educators, and scholars. Faculty actively engage students through community engagement and evidence-based experiential, clinical, and interdisciplinary learning. To prepare future professional nurse generalists, the 21<sup>st</sup> century curriculum is guided by the American Association of Colleges of Nursing's *Essentials: Core Competencies for Professional Nursing Education Standards* and the *Quality and Safety Education for Nurses (QSEN)*.

Ultimately, our goal is for our B.S.N.-prepared graduates to be recognized locally, nationally, and internationally as extraordinary nurse leaders with exceptional skills and exemplary abilities to address disparate, complex healthcare demands for diverse communities across the lifespan using an inclusive, culturally appropriate, and evidence-based approach to illness prevention, health promotion, and community engagement partnerships.

We are excited about your interest in the School of Nursing and especially about your desire to join the nursing profession. As a part of our commitment to the University's values and to the nursing profession, we will do our absolute best to make certain that all students achieve an extraordinary education, in an inspiring environment, with caring people!



A handwritten signature in black ink that reads "Racquel J. Ingram".

Racquel Ingram, Ph.D., RN  
Dean of the School of Nursing

## Department of Nursing

Dr. Alexis Best-Rhodes; Dr. Lorrie Davis-Dick; Ms. Rebecca Gurley; Dr. Racquel Ingram; Dr. Rachel Phelps; Dr. Pamela Rogers; Ms. Amber Scott; Dr. Stefanie Smoot.

In order to best educate future professional nurse leaders and managers of care, the High Point University nursing program is designed to equip graduates with the skills necessary to meet the complex health care needs of diverse communities with a focus on health disparities, illness prevention, health promotion, and community engagement partnerships. Graduates will also be academically prepared as competitive applicants for future graduate-level programs as they continue with their personal and professional trajectories.

High Point University Nursing graduates will be safe, competent, and professional nurse leaders and managers of care under the guidance of highly qualified faculty who are eager to share their knowledge and to embrace future graduates into the nursing profession. Graduates will be fully equipped for clinical practice and leadership and will also have premier life skills to include business essentials needed to lead and manage within variable health care industries.

### Mission Statement

The mission of High Point University's School of Nursing is to prepare safe, competent, and diverse professional nurse leaders through education, scholarship, and evidence-based practice models with a focus on illness prevention, health promotion, and community engagement; with a commitment to life-long learning, diversity, inclusivity, equity, and extraordinary care for communities across the lifespan, using an interdisciplinary approach.

### Vision Statement

The vision of High Point University's School of Nursing is to be recognized locally, nationally, and internationally as producers of extraordinary nurse leaders with exceptional skills and exemplary abilities to address disparate, complex health-care demands for diverse communities across the lifespan using an inclusive, culturally appropriate, and evidence-based approach towards illness prevention, health promotion, and community engagement partnerships.

### Admission Requirements

To be eligible for admission into the Nursing program, students must be admitted to High Point University as a freshman or as a transfer student, must successfully complete (or receive transfer credit for)\* High Point University's general education curriculum and Nursing prerequisites, and must have a cum-

*\*Students must earn a letter grade of C or higher in all general education and Nursing prerequisite coursework. Only coursework in which a C or higher was achieved will be accepted as transfer credit from another institution.*

Official transcripts of all college-level coursework is required of transfer students. Students who were admitted to High Point University as freshmen may submit an unofficial copy of their HPU transcript. Transferable courses will be determined based on the University's transfer policy. All science courses must have been completed within the past ten years.

### Entry Exam

To be eligible for admission into the Nursing program, students must complete the ATI Test of Essential Academic Skills (TEAS) (version 6 or 7) and score at or above the 60<sup>th</sup> percentile.

- The exam score must be current (obtained within the year of application).
- A maximum of 3 attempts are allowed within the submission year.
- A minimum of 2 weeks should elapse between exam retakes.
- Official results must be sent electronically to the University directly from ATI. This is the only acceptable format.

### Application Materials

All applicants must submit:

- A three to five minute video describing three essential qualities that distinguish the applicant as a future nurse leader.
- Reference letters supporting the applicant's admission to the Nursing program. One letter must come from a personal reference, one letter must come from an academic reference, and one letter must come from a healthcare professional.
- Current CPR certification from the American Heart Association.\*\*
- Criminal background check.\*\*
- Negative drug screen results.\*\*

### Health Documentation

All applicants must have received a complete physical examination no more than 12 months prior to applying to the Nursing program. (A completed Student Physical Health Form is required.)

Applicants must have the ability to meet and maintain the physical, mental, and social performance standards and essential functions necessary to pursue and complete a rigorous nursing curriculum.

*\*\* These requirements are for those who receive official notice of admission to the Nursing program. Specifics regarding these requirements will be provided to those who qualify.*



“As a nurse, we have the opportunity to heal the mind, soul, heart, and body of our patients, their families, and ourselves. They may forget your name, but they will never forget how you made them feel.”

—Maya Angelou

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Applicants must have the ability to maintain the physical, mental, and social requirements throughout the program.

Applicants must submit official and completed immunization/vaccination records. These records must meet North Carolina regulatory and clinical agency requirements:

- Measles, Mumps, Rubella (MMR).
- Varicella Vaccination (Chicken Pox) or serum titer.
- Hepatitis B Vaccination (Hep-B Series).
- Tetanus, Diphtheria, and Pertussis (Tdap, within 10 years of application to the Nursing program).
- Annual Influenza Vaccination.
- Tuberculosis (TB) Screening.
- Other agency specific requirements (e.g., COVID-19 Vaccination, etc.)

#### Core Sensory, Psychosocial, Communicative, and Cognitive

In an effort to provide safe and quality care to diverse persons, populations, and communities at variable agencies, students admitted into the Nursing major are required to have identifiable core functional abilities. These abilities are essential to professional nursing practice and must be in place despite any personal limitation. Examples of these abilities are listed here. Please note that this is not an all-inclusive list.

- *Observation.* Assessment is the first component of the nursing process and is a critical ability associated with professional nursing practice. Assessment includes but is not limited to the functional ability to detect or observe changes in a person's condition and involves visual, auditory, and physical actions along with the sense of smell in certain instances, all at variable distances.
- *Communication.* The ability to speak, listen (auditory), read, and write to obtain and share information in variable forms from variable sources including the use of technology is essential to effective communication. Communication is a vital component of professional nursing practice as it involves responding to time-sensitive information and describing related changes and patients, families, and variable members of the health care team. Respectfully engaging with diverse individuals and vulnerable populations from variable ethnic backgrounds is also essential.
- *Motor.* Physical assessment is a critical motor-related function for professional nursing practice and includes the ability to auscultate (auditory), palpate, percuss (touch) and appropriately respond to emergent situations based on sensory-related observations. The ability to position, reposition, and manipulate equipment necessary to support care or sustain life is also a related requirement.

- *Cognitive, Intellectual, Psychomotor.* The ability to read and interpret information using critical thinking and clinical reasoning skills in order to make sound clinical judgement is an essential component of professional nursing practice. Accurate prioritization, interpretation, measurement, calculation, analysis, synthesis, and evaluation of sensitive and confidential information are also key in terms of enhancing patient outcomes. A focused attention span with the ability to combine these abilities while collaborating with variable members of the health care team during peak times of other activities is required.
- *Professionalism.* The ability and willingness to adhere to the University Code of Conduct, the University Honor Code, the Department of Nursing Professional Guidelines (dress code included), and those that are mandated by the respective clinical agency is required. The ability to function effectively with emotional control in a fluid environment under stressful conditions with others on the health care team without bias is a must. Maintaining professional communication and established boundaries with staff, faculty, patients, and peers is also required. This includes addressing all using the appropriate titles i.e., Professor, Dr., Mr., Mrs., etc. as indicated by the respective person unless otherwise directed.



**Program of Study**

- Nursing Major (B.S.N.)

**Degree Requirements**

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

B.S.N. in Nursing

Major Requirements.....	61 credits
Core Requirements and Electives.....	74 credits
TOTAL.....	135 credits

**Nursing Major****Student Learning Outcomes**

Upon successful completion of the Nursing Program at High Point University, students will:

- incorporate intellectual and practical abilities associated with professional nursing practice from the liberal arts, natural sciences, and social sciences.
- apply the knowledge, skills, attitudes, and abilities of compassion, quality improvement, effective communication, and interdisciplinary collaboration necessary for the planning and delivery of person-centered care across the lifespan.
- integrate the knowledge, skills, and attitudes needed to advocate for health promotion, illness prevention, and inclusive engagement of diverse individuals and populations across the lifespan.
- analyze or apply basic principles of research that support best-practice models, evidence-based practice, and nursing scholarship.
- demonstrate the knowledge, skills, and attitudes required for the planning and provision of quality, safe, and inclusive person-centered care for diverse patients in variable settings.
- integrate the knowledge, skills, attitudes, and abilities needed to support interdisciplinary collaboration with variable members of the healthcare team.
- assess the impact that policy, regulation, finances, and social determinants of health have on healthcare operational systems.
- incorporate knowledge and skills in nursing informatics and other healthcare information management technologies necessary for the planning, delivery, and evaluation of safe, quality care.
- demonstrate the behaviors, core values, and characteristics associated with professionalism and professional nursing practice.
- demonstrate the knowledge, skills, attitudes, and attributes necessary for personal, program, and leadership development.

**B.S.N. in Nursing (61 credits)**

- NURS 3411/3412. Introduction to Professional Nursing Practice/ Lab Practicum (4)
- NURS 3302. Pharmacological Applications in Professional Nursing Practice (3)
- NURS 3301. Health and Physical Assessment in Professional Nursing Practice (3)
- NURS 3101. Introduction to Concepts and Clinical Judgement for Professional Nursing Practice (1)
- NURS 3201. Pathophysiology for Professional Nurses (2)
- NURS 3511/3512. Nursing Management for Adults with Medical-Surgical Needs/Practicum (5)
- NURS 3102. Concepts and Clinical Judgement for Professional Nursing Practice II (1)
- NURS 3303. Introduction to Nursing Research & Evidence-Based Practice (3)
- NURS 3413/3414. Nursing Management of Mental Health/ Practicum (4)
- NURS 3415/3416. Reproductive Health and Maternal Newborn Nursing Care/Practicum (4)
- NURS 3417/3418. Nursing Care for Pediatric Populations and Family/Practicum (4)
- NURS 4512/4513. Nursing Management for Adults with Medical-Surgical Needs II/Practicum (5)
- NURS 4103. Concepts and Clinical Judgement for Professional Nursing Practice III (1)
- NURS 4412/4413. Community & Public Health Nursing/ Practicum (4)
- NURS 4301. Nursing Leadership (3)
- NURS 4514/4515. Interdisciplinary Nursing Care for Adults with Medical-Surgical Needs/Practicum (5)
- NURS 4104. Concepts and Clinical Judgement for Professional Nursing Practice IV (1)
- NURS 4105. Senior Nursing Seminar (1)
- NURS 4516/4517. Transitioning to Professional Nursing Practice: Capstone/Practicum (5)
- NURS 4209. Global and Population Health Across the Lifespan (2)

**Students completing the B.S.N. degree in Nursing must take PHL 2010. Bio-Medical Ethics (4) as their Ethical Reasoning/Religious Traditions General Education Requirement.**

## COURSE DESCRIPTIONS

**NURS 3101. Introduction to Concepts and Clinical Judgement for Professional Nursing Practice.** This course introduces the learner to nursing concepts that are essential to evidence-based and professional nursing practice. Principles of critical thinking and clinical reasoning are introduced and combined with the nursing process for the development of clinical judgement and clinical decision-making abilities. *Admission to Nursing Upper Division is required. Minimum grade of C or higher is required for this course. This course has junior-level Nursing corequisites. One credit.*

**NURS 3102. Concepts and Clinical Judgement for Professional Nursing Practice II.** This course builds on NURS 3101 and focuses on the continued introduction of concepts essential to professional nursing and evidence-based practice. Principles of critical thinking and clinical reasoning are combined with the nursing process for the integration of skills that enhance clinical judgement and clinical decision-making abilities. *Admission to Nursing Upper Division is required. Minimum grade of C or higher is required for this course. This course has junior-level Nursing corequisites. One credit.*

**NURS 3201. Pathophysiology for Professional Nurses.** This course focuses on pathophysiologic disease processes and related ecological, sociological, and societal phenomena across the lifespan that lead to alterations in human physiologic function. *Admission to Nursing Upper Division is required. Minimum grade of C or higher is required for this course. This course has junior-level Nursing corequisites. Two credits.*



**NURS 3301. Health and Physical Assessment in Professional Nursing Practice.** This course centers on the development of comprehensive assessment skills essential to clinical reasoning and decision-making including history-taking, review of systems, and physical examination to determine the health status of culturally diverse populations and communities across the lifespan. Emphasis is on normal findings and prevalent alterations across the lifespan. Skills lab practices and competencies will enhance the application and proficiency of these skills. *Admission to Nursing Upper Division is required. Minimum grade of C or higher is required for this course. This course has a required lab component and junior-level Nursing corequisites. Three credits.*

**NURS 3302. Pharmacological Applications in Professional Nursing Practice.** This course focuses on standards of safe medication administration and pharmacotherapeutic aspects of nursing care. Emphasis is placed on major medication classifications, pharmacokinetics, pharmacodynamics, nursing implications, principles of drug calculations, and patient education. The impact of technologies, economics, ethics, legal parameters, culture, and regulatory forces is also explored across the life span. Skills lab practices and competencies will enhance skills associated with nursing implications regarding safe medication administration. *Admission to Nursing Upper Division is required. Minimum grade of C or higher is required for this course. This course has a required lab component and junior-level Nursing corequisites. Three credits.*

**NURS 3303. Introduction to Nursing Research & Evidence-Based Practice.** This course introduces the importance of nursing research and the professional nurse's role in promoting evidence-based practice, best practices, and increasing the integration of research into nursing practice. Basic principles and methods of the research process, its association with nursing research, and strategies to evaluate the quality of research and evidence-based practices are explored. Ethical considerations and methods for protection of human subjects are integrated throughout the course. *Admission to Nursing Upper Division is required. Minimum grade of C or higher is required for this course. This course has junior-level Nursing corequisites. Three credits.*

**NURS 3411/3412. Introduction to Professional Nursing Practice/Lab Practicum.** This course presents the art and science of professional nursing through historical and theoretical perspectives, trends, information literacy, principles of safe and effective care, policy, principal patient-care skills, documentation, and practice standards associated with the roles of professional nurses. The nursing process, infection



control, evidence-based practices, best-practice models, culturally relevant and inclusive care, ethical reasoning, legal guidelines, quality care, and safety are also introduced. Theoretical and psychomotor competencies that develop critical thinking, clinical reasoning (judgment), and decision-making for core practice competencies are supported via skills laboratory experiences, in simulated healthcare environments, and in varied clinical settings. *Admission to Nursing Upper Division is required. Minimum grade of C or better with pass of skills lab and clinical practicum. This course has junior-level Nursing corequisites/prerequisites. Four credits.*

**NURS 3413/3414. Nursing Management of Mental Health/Practicum.** This course focuses on concepts and principles of human behavior and psychiatric mental health. Emphasis is on common psychiatric illnesses throughout the lifespan. The nursing process will be used to explore management and treatment for individuals and populations with mental health alterations using an interdisciplinary approach. A clinical practicum supports clinical and theoretical experiences that promote, maintain, and restore positive mental health in diverse populations. *Admission to Nursing Upper Division is required. Minimum grade of C or better with pass of skills lab and clinical practicum. This course has junior-level Nursing corequisites/prerequisites. Four credits.*

**NURS 3415/3416. Reproductive Health and Maternal Newborn Nursing Care/Practicum.** This course focuses on nursing care of the childbearing family during the complete maternity cycle and neonatal care. Emphasis is placed on the role of the nurse during the antepartum, intrapartum, postpartum, and neonatal periods. A clinical practicum will provide opportunities for nursing management of the childbearing family during the antepartum, intrapartum, and postpartum phases along with care of the neonate. *Admission to Nursing Upper Division is required. Minimum grade of C or better with pass of skills lab and clinical practicum. This course has junior-level Nursing corequisites/prerequisites. Four credits.*

**NURS 3417/3418. Nursing Care for Pediatric Populations and Family/Practicum.** This course uses a child- and family-centered approach toward health promotion, illness prevention, health restoration, and management of acute and chronic health conditions in support of optimal functioning of the infant, child, and adolescent within the family unit. Emphasis commences on developmental, psychosocial, physiological, cultural, and spiritual care of children from infancy through adolescence, and their families in variable settings. A clinical practicum in selected actual and simulated pediatric health care settings provides an exploration of theoretical, conceptual, and clinical application of skills using the nursing process.

*Admission to Nursing Upper Division is required. Minimum grade of C or better with pass of skills lab and clinical practicum. This course has junior-level Nursing corequisites/prerequisites. Four credits.*

**NURS 3511/3512. Nursing Management for Adults with Medical-Surgical Needs/Practicum.** This course focuses on foundational nursing care of adult populations regarding health promotion, illness prevention, and management of acute and chronic conditions. Emphasis is on instituting effective communication, professionalism, evidence-based practices, person-centered care, ethics, legal parameters, informatics, and the development of clinical judgement and decision-making skills. A clinical practicum will allow for the implementation of the nursing process and the inclusion of evidence-based practices to guide the planning and delivery of person-centered care for diverse adult populations. *Admission to Nursing Upper Division is required. Minimum grade of C or better with pass of clinical practicum. Enrollment in this course is dependent on successful completion of junior-level Nursing prerequisites and senior-level corequisites. Five credits.*

**NURS 4103. Concepts and Clinical Judgement for Professional Nursing Practice III.** This course builds on NURS 3101 and NURS 3102, focusing on the integration and application of the nursing process, essential concepts, evidence-based practice, critical thinking, clinical reasoning, and skills that promote clinical judgement and decision-making abilities. *Admission to Nursing Upper Division is required. Minimum grade of C or better required for this course. Enrollment in this course is dependent on successful completion of junior-level Nursing prerequisites and senior-level corequisites. One credit.*

**NURS 4104. Concepts and Clinical Judgement for Professional Nursing Practice IV.** This course builds on NURS 3101, NURS S3102, and NURS 4103. Emphasis is on integration, application, and evaluation of the nursing process, foundational concepts, evidence-based practice, critical thinking, clinical reasoning, and skills that promote clinical judgement and clinical decision-making abilities. *Admission to Nursing Upper Division is required. Minimum grade of C or better required for this course. Enrollment in this course is dependent on successful completion of junior-level Nursing prerequisites and senior-level corequisites. One credit.*

**NURS 4105. Senior Nursing Seminar.** This course uses classroom and self-directed strategies to enhance analytical skills, promote self-evaluation, and to attain benchmarks associated with licensure. The significance of a growth mindset for life-long learning toward personal and professional

development and how this supports the continuous development of nursing as a profession are also included. *Admission to Nursing Upper Division is required. Minimum grade of C or better required for this course. Enrollment in this course is dependent on successful completion of junior-level Nursing prerequisites and senior-level corequisites. One credit.*

**NURS 4209. Global and Population Health Across the Lifespan.** This course introduces population and global health-care issues affecting health policy, vulnerable populations, and other groups across the lifespan. Emphasis is on current trends and issues in nursing and related nursing management. *Admission to Nursing Upper Division is required. Minimum grade of C or better required for this course. Enrollment in this course is dependent on successful completion of junior-level Nursing prerequisites and senior-level corequisites. Two credits. [DVSTY]*

**NURS 4301. Nursing Leadership.** This course provides the concepts, theories, knowledge, skills, and abilities that promote effective nursing leadership and management in diverse settings. *Admission to Nursing Upper Division is required. Minimum grade of C or better required for this course. Enrollment in this course is dependent on successful completion of junior-level Nursing prerequisites and senior-level corequisites. Three credits.*

**NURS 4412/4413. Community & Public Health Nursing/ Practicum.** This course explores the nurse's role in community and public health. Epidemiology, ethics, population health, illness prevention, health promotion, community assessment, intervention, case management, social justice, policy, and other factors that impact public health and community populations accessibility to health services are explored. A clinical practicum will allow for collaborations with expert clinicians in variable community and public health settings. *Admission to Nursing Upper Division is required. Minimum grade of C or better with pass of clinical practicum. Enrollment in this course is dependent on successful completion of junior-level Nursing prerequisites and senior-level corequisites. Four credits.*

**NURS 4512/4513. Nursing Management for Adults with Medical-Surgical Needs II/Practicum.** This course builds on NURS 3511/3512 with a focus on health promotion, illness prevention, and nursing management of selected acute and chronic health conditions for adult populations. Emphasis is on developing competence in skills associated with clinical nursing practice in variable clinical and simulated practice settings, and the ongoing development of clinical judgment and decision-making skills. A clinical practicum will allow for the integration of the nursing process and evidence-based practices and the synthesization of person-centered care planning, delivery, management, and evaluation for diverse adult populations. *Admission to Nursing Upper Division is required. Minimum grade of C or better with pass of clinical*

*practicum. Enrollment in this course is dependent on successful completion of junior-level Nursing prerequisites and senior-level corequisites. Four credits.*

**NURS 4514/4515. Interdisciplinary Nursing Care for Adults with Medical-Surgical Needs/Practicum.** This course builds on NURS 3511/3512 and NURS 4512/4513 with a focus on adult populations with complex multisystem health conditions. Emphasis is on the prioritization and coordination of interdisciplinary care, systems-based practices, and nursing leadership during clinical judgment and decision-making processes in clinical and simulated practice environments. A clinical practicum will allow for the integration of the nursing process, evidence-based practices, best practices, interdisciplinary person-centered care management, and evaluation for diverse adult populations. *Admission to Nursing Upper Division is required. Minimum grade of C or better with pass of clinical practicum. Enrollment in this course is dependent on successful completion of junior-level Nursing prerequisites and senior-level corequisites. Five credits. [INGRV]*

**NURS 4516/4517. Transitioning to Professional Nursing Practice: Capstone/Practicum.** This course focuses on synthesization of the professional nurse's role in patient care management. Emphasis is on the transition into professional nursing practice using knowledge, skills, and abilities gained from experiences leading to increased responsibility and accountability under the guidance of a nurse preceptor. A clinical practicum will assist with application, integration, and synthesization of the knowledge, skills, and abilities needed to transition into the role of a professional nurse. This focused client care experience emulates an entry-level work experience in nursing, assisting the student with transitioning to entry-level nursing practice. *All University General Education requirements AND Nursing prerequisites MUST be completed prior to enrolling in this course. Admission to Nursing Upper Division is required. Minimum grade of C or better with pass of clinical practicum. Enrollment in this course is dependent on successful completion of junior-level Nursing prerequisites and senior-level corequisites. Five credits. [EXPLN]*







# THE FRED WILSON School of Pharmacy

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**H**igh 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 are trained in both the basic and clinical science disciplines of pharmacy and have numerous opportunities to gain clinical experience, through direct engagement in patient care, during their time at High Point University. In addition, our graduates use their knowledge of medicinal chemistry, pharmaceutical chemistry, pharmacology, and 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 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."



Mary Jayne Kennedy, Pharm.D.  
Interim Dean of the Fred Wilson School of Pharmacy

## THE FRED WILSON SCHOOL OF PHARMACY

Dr. Mary Jayne Kennedy, *Dean*; Dr. Joy Greene, *Associate Dean for Experiential Education*; Dr. Patti Black, *Associate Dean of Academic Affairs*; Dr. Michael Mueller, *Assistant Dean for Student and Professional Affairs*; Dr. Kent Stewart, *Chair of the Department of Basic Pharmaceutical Sciences*; Dr. Julie Cooper, *Chair of the Department of Clinical Sciences*; Dr. Elizabeth Abbott; Dr. Samuel Adeosun; Dr. Sarah Anderson; Dr. Angela Baalman; Dr. Comfort Boateng; Dr. Courtney Bradley; Dr. Megan Carr; Dr. Bradley Clark; Dr. Robert Coover; Dr. Stacey Cutrell; Dr. Cale Fahrenholtz; Dr. Christine Harvin; Dr. Scott E. Hemby; Dr. Sara M. McMillin; Dr. Diamond Melendez; Dr. Michelle Rapier; Dr. Jan Ruzicka; Dr. Shaina Schwartz; Dr. Sister Michaela Serpa; Dr. Jordan Smith; Dr. Phillip Stafford; Dr. Amarylis Wanschel.

The Fred Wilson School of Pharmacy takes 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 creates a rich learning environment for students. This is combined with clinical training in various settings to expose students to many different care scenarios. The school relies heavily on experiential education and places 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** 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 utilizes 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 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 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 2010. Organic Chemistry I (3)\*  
 CHM 2020. Organic Chemistry II (3)\*  
 COM 1110. Human Communication. (4)  
 ENG 1103. Academic Research and Writing (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 (12)

\*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. 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 is accredited by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 2850, Chicago, IL 60603-3499, 312-644-3575; FAX 866-228-2631, website: <http://www.acpe-accredit.org>.*





# 2023 - 2024 Faculty Directory

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*Arranged in alphabetical order. Dates refer to first year of full-time service with the University.*

**Elizabeth R. Abbot (2023).** *Assistant Professor of Clinical Sciences.* B.S., Virginia Polytechnic Institute and State University; Pharm.D., Virginia Commonwealth University.

**Kristin M. Ackerman (2015).** *Assistant Professor of Dental Medicine, Assistant Dean for Inquiry, and Chief Discovery Officer.* 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 at Sacramento; Ph.D., University of Tennessee at Knoxville.

**Samuel O. Adeosun (2020).** *Assistant Professor of Clinical Sciences.* B.Pharm., Obafemi Awolowo University, Nigeria; Ph.D., University of Mississippi Medical Center.

**Cory A. Alcon (2022).** *Assistant Professor of Physical Therapy.* B.S., University of North Carolina at Greensboro; D.P.T., Winston-Salem State University.

**Laura L. Alexander (2012).** *Associate 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).** *Assistant Professor 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 J. Anderson (2019).** *Assistant Professor of Sport Management.* B.S. Wofford College; M.S., East Carolina University.

**Sarah M. Anderson (2021).** *Assistant Professor of Clinical Sciences.* B.S., University of Akron; Pharm.D., Cedarville University.

**Adam K. Anthony (2023).** *Assistant Professor of Physics.* B.S., Juniata College; Ph.D., Michigan State University.

**Nasir H. Assar (2021).** *Associate Professor of Economics and Director of the M.B.A. Program.* B.A., Iranian Banking College; M.B.A., Marshall University; M.A., Ph.D., West Virginia University.

**Brian H. Augustine (2013).** *Professor of Chemistry and Dean of the Wanek School of Natural Sciences.* B.A., State University of New York at Geneseo; Ph.D., University of North Carolina at Chapel Hill.

**Angela R. Baalman (2023).** *Assistant Professor of Clinical Sciences.* B.S., Pharm.D. University of Kansas.

**Caitlyn M. Baldwin (2021).** *Visiting Assistant Professor of Theater.* B.A., Winthrop University; M.F.A., University of North Carolina at Greensboro.

**Gordon D. Ballingrud (2022).** *Assistant Professor of Political Science.* B.A., Davidson College; M.A., Duke University; Ph.D., University of Georgia.

**Brad N. Barlow (2013).** *Associate Professor of Astrophysics.* B.S., Mississippi State University; M.S., Ph.D., University of North Carolina at Chapel Hill.

**Joshua C. Bartlett (2023).** *Assistant Professor of English.* B.A., University of Maryland; M.A., Brooklyn College; Ph.D., State University of New York at Albany.

**Angela C. Bauer (2013).** *Professor of Biology and Senior Vice President for Academic Affairs.* B.A., Lawrence University; Ph.D., Northwestern University.

**Holli G. Bayonas (2023).** *Associate Professor of Leadership Studies.* B.S., M.A., Indiana University of Pennsylvania; Ph.D., Indiana University.

**Ashley T. Bell (2022).** *Associate Professor of Physician Assistant Studies.* B.S., University of Houston; M.M.S., Wake Forest University; D.Msc., University of Lynchburg.

**Kristina W. F. Bell (2009).** *Associate Professor 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.

**Santiya S. Bell (2023).** *Clinical Assistant Professor of Dental Medicine.* B.S., University of Florida; D.M.D., Nova Southeastern University.

**Harvest D. Bellante (2023).** *Assistant Professor of Media Production.* B.A., University of California at Berkeley; M.F.A., Chapman University.

**David J. Bergen (1997).** *Z. Smith Reynolds Professor of Management.* B.A., M.A.Ed., Wake Forest University; Ph.D., University of North Carolina at Greensboro.

**Alexis D. Best-Rhodes (2023).** *Assistant Professor of Nursing.* B.S.N., North Carolina A&T State University; M.S.N., Ph.D., University of Phoenix.

**Patti W. Black (2021).** *Professor of Pharmacy and Associate Dean of Academic Affairs.* B.S., M.S., Georgia College and State University; M.B.A., M.S., South University; Ph.D., University of South Alabama.

“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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**Meghan S. Blackledge (2014).** *Associate Professor of Chemistry.* B.A., Wellesley College; Ph.D., Duke University.

**Nicholas J. Blair (2021).** *Instructor of Media Production.* B.A., M.A., High Point University.

**Dearing A. Blankmann (2023).** *Assistant Professor of Educator Preparation.* B.A., Antioch University; M.A., Ph.D., University of North Carolina at Greensboro.

**Comfort A. Boateng (2015).** *Assistant Professor of Basic Pharmaceutical Sciences.* B.S., University of Cape Coast (Ghana); Ph.D., Florida Agricultural and Mechanical University.

**Logan S. Books (2023).** *Clinical Assistant Professor of Dental Medicine.* B.S., Belmont University; D.D.S., University of Minnesota.

**Jody B. Bowman (2009).** *Instructor of Spanish.* B.A., University of North Carolina at Wilmington; M.A., North Carolina State University.

**Stephen R. Bowman (2023).** *Instructor of Spanish.* B.A., B.S., M.A., University of North Carolina at Charlotte.

**Courtney L. Bradley (2015).** *Assistant Professor of Clinical Sciences.* 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.

**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.

**Daniel K. Brooks (2013).** *University Registrar.* B.S., University of North Alabama; M.A., Birmingham-Southern College.

**Jacob T. Brooks (2022).** *Visiting Assistant Professor of Physics.* B.S., High Point University; M.S., University of North Carolina at Chapel Hill.

**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.

**Doris M. Brown (2022).** *Assistant Professor of Education.* B.S., M.S., East Carolina University; Ed.D., High Point University.

**Douglas P. Brown (2008).** *Associate Professor of Theater and Chair of the Department of Theater and Dance.* B.F.A., Rockford College; M.F.A., Florida State University; M.Div., Concordia Seminary.

**Mark E. Brown (2014).** *Associate Professor of Art.* B.S., M.F.A., East Carolina University.

**Victoria S. Brown (2016).** *Assistant Professor of Fashion Merchandising.* B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., University of North Carolina at Greensboro.

**Jeffrey W. Bullins (2022).** *Instructor of Media Production.* B.F.A., University of North Carolina at Chapel Hill; M.F.A., Savannah College of Art and Design.

**Jamie L. Burgess-Flowers (2023).** *Assistant Professor of Dental Medicine and Director of Integrated and Applied Behavioral Sciences.* B.S.W., University of North Carolina at Greensboro; M.S.W., University of North Carolina at Chapel Hill.

**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.

**Nicholas R. Buzzelli (2022).** *Assistant Professor of Sports Media.* B.A., Robert Morris University; M.A., Kent State University; Ph.D., University of Alabama.

**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.

**Kevin W. Cain (2021).** *Associate Professor of Dental Medicine and Senior Associate Dean for Administration and Finance.* B.A., University of North Carolina at Chapel Hill; M.B.A., Wake Forest University; Ph.D., University of Georgia.

**Carmen I. Calhoun (2022).** *Instructor of Spanish.* B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro.

**Matthew P. Carlson (2012).** *Associate Professor of English.* B.A., Wheaton College; M.A., Ph.D., University of North Carolina at Chapel Hill.

**Lisa J. Carnell (1989).** *Professor of Mathematics.* B.A., M.A., Ph.D., University of North Carolina at Greensboro.

**Megan L. Carr (2021).** *Assistant Professor of Clinical Sciences.* B.S., Pharm.D., University of Kansas.

**Colin R. Carriker (2016).** *Associate Professor of Exercise Science.* B.S., Seattle Pacific University; M.S., Central Washington University; Ph.D., University of New Mexico.

**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).** *Associate Professor of Marketing.* B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., Old Dominion University.

**Leslie M. Cavendish (2011).** *Associate Professor of Education and Chair of the Department of Educator Preparation.* B.A., Central College; M.A., Ph.D., University of Iowa.

**Robert A. Charvat (2023).** *Associate Professor of Biology.* B.A., Manchester College; Ph.D., Louisiana State University.

**Bradley A. Clark (2015).** *Associate Professor of Basic Pharmaceutical Sciences.* B.S., Ph.D., University of Georgia.

**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.

**Tyler C. Coleman (2023).** *Visiting Assistant Professor of Political Science.* B.S., Missouri Southern State University; Ph.D., University of Missouri.

**Justin H. Cook (2021).** *Assistant Professor of English.* B.A., M.A., Arkansas State University; Ph.D., Texas Woman's University.

**Julie B. Cooper (2016).** *Associate Professor of Clinical Sciences and Chair of the Department 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.

**April A. Cosner (2023).** *Instructor of Business Communication.* B.S., High Point University; B.S., M.A., Appalachian State University.

**Jason L. Cossey (2022).** *Assistant Professor of Physician Assistant Studies.* B.S., Siena College; B.S., Long Island University; M.P.A.S., University of Nebraska; D.Msc., University of Lynchburg.

**James D. Cotton (2021).** *Assistant Professor of English and Director of Fellowships and Awards.* B.A., University of Texas at Austin; M.A., Ph.D., University of Notre Dame.

**Christopher K. Craig (2023).** *Associate Professor of Physician Assistant Studies.* B.S., Davidson College; M.M.S., Wake Forest University; D.MSc. Lynchburg University.

**Nolan D. Crain (2020).** *Assistant Professor of Physician Assistant Studies.* B.S., Olivet Nazarene University; M.S., Seton Hill University.

**Dinene L. Crater (2002).** *Professor of Biology.* B.S., Wingate University; Ph.D., Wake Forest University.

**Jazmin A. Cromartie (2022).** *Assistant Professor of Dental Medicine and Director of Student Admissions and Engagement.* B.S., High Point University; M.A., Wake Forest University; D.M.D., East Carolina 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.

**Stacey M. Cutrell (2023).** *Assistant Professor of Clinical Sciences.* B.S., Pharm.D., University of North Carolina at Chapel Hill.

**Mike E. Dalton (2022).** *Assistant Professor of Computer Science.* B.S., M.S., Ph.D., University of New Hampshire.

**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).** *Associate Professor of Philosophy.* B.A., Colby College; M.A., Ph.D., Emory University.

**Scott Davis (1996).** *Associate Professor of Accounting.* B.A.S., Guilford College; M.S., University of North Carolina at Greensboro. C.P.A.

**Lorrie Davis-Dick (2023).** *Assistant Professor of Nursing.* B.S.N., North Carolina A&T State University; M.S.N., University of Phoenix; D.N.P., Purdue University.

**Sara M. DeNicholas (2015).** *Associate Professor of Spanish.* B.A., M.A., Ph.D., Universidad Autonoma de Madrid.

**Denis M. Depinoy (2017).** *Assistant Professor of French.* M.S., Minnesota State University; M.A., Ph.D., University of Wisconsin at Madison.

**Scott S. DeRossi (2021).** *Professor of Dental Medicine and Founding Dean of the School of Dental Medicine.* B.S., Providence College; M.B.A., Augusta University; D.M.D., University of Pennsylvania.

**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; Ph.D., Ulster University.

**Janis L. Dougherty (2011).** *Instructor of Graphic Design.* B.A., University of Delaware; M.F.A., Rochester Institute of Technology.

**Brandon M. Dragone (2022).** *Visiting Instructor of Economics.* B.S., University of Scranton; M.A., Temple University.

**Benjamin F. Dyer, Jr. (2022).** *Professor of Dental Medicine and Director of Advanced Education in General Dentistry.* B.S., University of Pittsburgh; D.D.S., Temple University.

**Carrie A. Dyer (2018).** *Associate Professor of Graphic Design.* B.F.A., East Tennessee State University; M.F.A., School of the Arts Institute of Chicago.

**Kathryn F. Elliott (2015).** *Professor of the Practice of Entrepreneurship.* B.B.A., Lamar University; B.S., Excelsior College; M.A., Western Carolina University.

**Ken D. Elston (2019).** *Professor of Theater and Dean of the School of Humanities and Behavioral Sciences.* B.A., Temple University; M.F.A., The Ohio State University.



**Nahed M. Eltantawy (2008).** *Professor of Communication and Associate Dean of the Nido R. Qubein School 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 Provost.* B.S., University of Pittsburgh; M.S., Ph.D., Medical College of Virginia/Virginia Commonwealth University.

**Cale D. Fahrenholtz (2019).** *Assistant Professor of Basic Pharmaceutical Sciences.* B.Sc., University of Wisconsin at Madison; Ph.D., University of Miami.

**James O. Fakunle (2021).** *Assistant Professor of the Practice of Entrepreneurship.* B.B.A., University of North Alabama; M.Sc., University of South Florida.

**Kathryn S. Field (2023).** *Assistant Professor of Educator Preparation.* B.A., Dartmouth College; M.Ed., University of Illinois at Urbana Champaign; Ph.D., University of Connecticut.

**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).** *Associate Professor of Physics and Chair of the Department of Physics and Astronomy.* B.S., University of Mississippi; M.S., Ph.D., University of North Carolina at Chapel Hill.

**Michael D. 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).** *Associate Professor of Chemistry.* B.A., Colorado College; Ph.D., Colorado State University.

**Kevin R. Ford (2012).** *Professor of Physical Therapy and Dean of the Congdon School of Health Sciences.* 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 and Chair of the Department 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.

**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 and Chair of the Department 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 Religion and Philosophy and Chair of the Department of Religion and Philosophy.* B.A., Indiana University; M.Div., Ph.D., Duke University.

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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.”

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– Carol Dweck

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**Marisa N. Ritter (2021).** *Assistant Professor of Event Management.* B.S., Washington and Lee University; M.S., Ph.D., Conrad N. Hilton College.

**Matthew B. Ritter (2016).** *Associate Professor of Communication.* B.A., Toccoa Falls College; M.A., High Point University; Ph.D., Regent University.

**Ross P. Roberts (2010).** *Associate Professor of Accounting and Chair of the Department of Accounting and Finance.* B.S., North Carolina A&T State University; M.S., University of Delaware; Ph.D, Drexel University.



**Pamela W. Rogers (2022).** *Assistant Professor of Nursing.* B.S., M.S., University of North Carolina at Greensboro; Ph.D., Concordia University.

**Braden H. Romer (2016).** *Associate Professor of Exercise Science.* B.A., University of Florida; M.S., University of Colorado at Colorado Springs; Ph.D., Auburn University.

**Silvana A. Rosenfeld (2018).** *Associate Professor of Anthropology.* B.A., University of Buenos Aires, Argentina; Ph.D., Stanford University.

**Megan E. Rudock (2023).** *Assistant Professor of Biology.* B.S., University of Georgia; Ph.D., Wake Forest University.

**Amy S. Rundio (2023).** *Assistant Professor of Sport Management.* B.S., Winthrop University; M.S., Ph.D., University of Texas at Austin.

**Kylee D. Runyan (2023).** *Assistant Professor of Criminal Justice.* B.A., M.A., Ph.D., Washington State University.

**Jan A. Ruzicka (2015).** *Assistant Professor of Basic Pharmaceutical Sciences.* B.S., University of Georgia; M.S., The Ohio State University; Ph.D., Pharm.D., University of Georgia.

**Miguel A. Sahagun (2015).** *Associate Professor of Marketing.* B.S., Instituto Tecnológico y de Estudios Superiores de Occidente; M.B.A., University of Texas at Brownsville; Ph.D., University of Texas-Pan American.

**Carmen O. Salama (2019).** *Instructor of Spanish.* B.L., M.A., Universidad Gran Mariscal; M.A., University of North Carolina at Greensboro.

**Omar D. Saldarriaga (2022).** *Assistant Professor of Mathematical Sciences.* B.A., Universidad de Antioquia, Colombia; M.A., Ph.D., State University of New York at Binghamton.

**Shaiba Sandhu (2023).** *Clinical Assistant Professor of Dental Medicine.* B.D.S., Gian Sagar Dental College (India); M.S., Purdue Global University; D.D.S., University of California at San Francisco.

**Kelli K. Sapp (1999).** *Associate Professor of Biology.* B.S., Methodist University; M.S., Wake Forest University; Ph.D., University of New Mexico.

**Pujita Sapra (2023).** *Assistant Professor of Data Analytics and Statistics.* B.Sc., University of Delhi (India); M.A., Ph.D., University of North Carolina at Greensboro.

**Matthew P. Sayre (2018).** *Associate Professor of Anthropology and Chair of the Department of Sociology and Anthropology.* B.A., University of Chicago; Ph.D., University of California at Berkeley.

**Donna L. Scheidt (2011).** *Associate Professor of English.* B.A., University of Chicago; J.D., Harvard Law School, Ph.D., University of Michigan.

**Frederick C. Schneid (1994).** *Herman and Louise Smith Professor of History and Chair of the Department of History.* B.A., State University of New York at Binghamton; M.A., Ph.D., Purdue University.

**Matthew T. Schneider (2008).** *Professor of English and Associate Dean of the School of Humanities and Behavioral Sciences.* B.A., University of California at Berkeley; M.A., University of Chicago; Ph.D., University of California at Los Angeles.

**Shaina E. Schwartz (2018).** *Assistant Professor of Clinical Sciences.* B.A., Colgate University; Pharm.D., University of Colorado.

**James S. Scott (2017).** *Assistant Professor of Communication.* B.A., High Point University; M.A., University of North Carolina at Greensboro.

**Amber M. Scott (2022).** *Assistant Professor of Nursing.* B.S., Winston-Salem State University; M.S., Capella University.

**Linda J. Sekhon (2021).** *Professor of Medical Sciences and Physician Assistant Studies and Chair of the Department of Medical Sciences.* B.S., Gannon University; M.M.S., Saint Francis College; D.Hsc., Nova Southeastern University.

**Sister Michaela Serpa (2021).** *Associate Professor of Clinical Sciences.* B.A., Carroll College; M.Th., Holy Apostles College and Seminary; Pharm.D., Idaho State University.

**Mark H. Setzler (2004).** *Professor of Political Science.* B.A., Pacific University; Ph.D., University of Texas at Austin.

**Jenny G. Sharpe (2009).** *Professor of Mathematics.* B.S., Ph.D., Texas A&M University.

**Muhammad A. Shazib (2022).** *Associate Professor of Dental Medicine and Chief Dental Officer for the Workman School of Dental Medicine.* B.D.S., Lahore Medical and Dental College; D.M.D., Boston University.

**R. Jay Shively, Jr. (2023).** *Lecture on Law and Associate Dean of Admissions.* B.A., Florida State University; J.D., University of Houston.

**Tara K. Shollenberger (2022).** *Assistant Professor of Leadership Studies.* B.A., Franklin Pierce University; M.S., Texas Tech University; Ed.D., North Carolina State University.

**Roger S. Shore (1988).** *Associate Professor of Mathematics and Computer Science.* B.A., Elon College; M.S., Clemson University; M.A., Appalachian State University.

**R. Bruce Shores (2008).** *Instructor of Art.* B.F.A., M.F.A., University of North Carolina at Greensboro.

**Yul E. Sim (2022).** *Instructor of Biology.* B.S., B.A., Dongguk University (South Korea); Ph.D., University of Missouri at Columbia.

**Tracey M. Simpson-Gardner (2023).** *Assistant Professor of Education.* B.S., Morgan State University; M.S., University of North Carolina at Greensboro; M.S.A., North Carolina A&T State University; Ed.D., High Point University.

- David R. Sinacore (2018).** *Professor of Physical Therapy.* B.A., B.S., State University of New York at Buffalo; M.H.S., Washington University; Ph.D., West Virginia University School of Medicine.
- Tremaine T. Skeen (2014).** *Instructor of Mathematics.* B.S.Ed., M.A., University of Georgia.
- Dean C. Smith (2013).** *Assistant Professor of Communication.* B.M., University of North Carolina School of the Arts; M.S.L., Yale University; Ph.D., University of North Carolina at Chapel Hill.
- Jordan R. Smith (2015).** *Assistant Professor of Clinical Sciences.* B.S., Pharm.D., University of Michigan.
- Jana S. Spain (1993).** *Professor of Psychology.* A.B., San Diego State University; M.A., Ph.D., University of California at Riverside.
- Brielle S. Spencer-Tyree (2014).** *Instructor of Mathematics.* B.S., M.A.T., High Point University; Ph.D., Virginia Polytechnic Institute and State University.
- Kelsey M. Spinnato (2023).** *Assistant Professor of Religion.* B.A., Belmont University; M.T.S., Emory University; Ph.D., Southern Methodist University.
- Phillip G. Stafford (2020).** *Associate Professor of Clinical Sciences.* B.S.Pharm., Pharm.D., University of North Carolina at Chapel Hill.
- Robert S. Stec (2021).** *Professor of the Practice of Communication.* B.S.B.A., M.B.A., Appalachian State University.
- Kent D. Stewart (2016).** *Associate Professor of Pharmacy and Chair of the Department of Basic Pharmaceutical Sciences.* B.S., Pennsylvania State University; Ph.D., University of California at Los Angeles.
- Oliver K. Stoutner (2017).** *Assistant Professor of Management.* B.A., University of Iowa; M.B.A., University of Alabama at Huntsville; Ph.D., University of Alabama at Tuscaloosa.
- Daniel R. Stroik (2023).** *Assistant Professor of Biology.* B.A., University of San Diego; Ph.D., University of Minnesota.
- Kevin Suh (2016).** *Assistant Professor of Biology.* B.S., M.S., Chonbuk National University; Ph.D., Florida State University.
- Peter M. Summers (2011).** *Associate Professor of Economics.* B.A., M.A., Ph.D., University of Iowa.
- Heidi K. Summey (2010).** *Assistant Professor of Education.* B.A., Greensboro College; M.Ed., Ph.D., University of North Carolina at Greensboro.
- Premalata S. Sundaram (2010).** *Associate Professor of Accounting.* B.Comm., M.Comm, University of Bombay; M.A., Clemson University; M.A., Ph.D., The Ohio State University.
- Alec R. Szalewski (2020).** *Assistant Professor of Criminal Justice.* B.A., Lakeland College; M.A., Ph.D., University of Central Florida.
- Hilary R. Tanck (2022).** *Assistant Professor of Educator Preparation.* B.S., Southwest Baptist University; M.Ed., Arkansas State University; Ph.D., Clemson University.
- Daniel T. Tarara (1995).** *Associate Professor of Exercise Science.* B.S., Springfield College; M.S., Purdue University; Ed.D., University of North Carolina at Greensboro.
- Rosemarie M. Tarara (2010).** *Instructor of Health and Physical Education.* B.S., M.Ed., Springfield College.
- Jeffrey B. Taylor (2020).** *Associate Professor of Physical Therapy and Chair of the Department of Physical Therapy.* B.A., University of Delaware; D.P.T., Duke University; Ph.D., University of North Carolina at Greensboro.
- Sheri A. Teleha (1999).** *Serials Catalogue Librarian.* B.A., College of Wooster; M.L.S., Kent State University.
- Barry B. Thornburg (2018).** *Assistant Professor of Video Production.* B.A., Brigham Young University; M.F.A., University of North Texas.
- Erica P. Thornton (2015).** *Assistant Professor of Athletic Training.* B.S., State University of New York at Brockport; M.S., University of Florida.
- Karen M. Timbrook-Dillow (2019).** *Assistant Professor of Physician Assistant Studies.* B.S., Greensboro College; M.M.S., Pace University; D.M.S., University of Lynchburg.
- Dave E. Tofaneli (2017).** *Professor of the Practice of Management and Associate Dean of the Phillips School of Business.* B.S., Our Lady of the Lake University; M.B.A., Golden Gate University; M.S., University of Denver; Ph.D., Northcentral University.
- James Y. Trammell (2008).** *Associate Professor of Communication.* B.A., Asbury College; M.A., University of Georgia; Ph.D., University of Iowa.
- John W. Turner (2010).** *Associate Professor of Music.* B.M., M.M., The Cleveland Institute of Music; D.M.A., University of North Carolina at Greensboro.
- John C. Turpin (2011).** *Professor of Interior Design and Dean of the School of Arts and Design.* B.S., Florida State University; M.S., University of Cincinnati; Ph.D., Arizona State University.
- Andrew J. Tzavaras (2021).** *Instructor of History.* B.A., M.A., High Point University; D.Phil., Oxford University.
- Sarah E. Vaala (2018).** *Associate Professor of Communication.* B.S., Davidson College; M.A., Ph.D., University of Pennsylvania.
- Benita R. VanWinkle (2011).** *Associate Professor of Art.* B.A., University of Central Florida; M.F.A., Southern Illinois University.
- Roger A. Vaughan (2015).** *Associate Professor of Exercise Science.* B.S., M.S., Ph.D., University of New Mexico.

**Bradley J. Venable (2022).** *Professor of the Practice of Supply Chain Management.* B.S., University of North Carolina at Charlotte; M.B.A., High Point University; Ph.D., Indiana State University.

**Bryan D. Vescio (2015).** *Professor of English.* B.A., University of Wisconsin at Madison; M.A., Ph.D., University of Virginia.

**Allison S. Walker (2011).** *Instructor of English.* B.A., Appalachian State University; M.F.A., University of Alaska at Anchorage.

**Brandon Z. Wallace (2022).** *Assistant Professor of Theater.* B.S., Southern Arkansas University; M.F.A., University of North Carolina School of the Arts.

**Ricardo Walter (2023).** *Professor of Dental Medicine.* M.S., University of North Carolina at Chapel Hill; D.D.S., Universidade Federal de Santa Catarina (Brazil).

**Daliang Wang (2016).** *Associate Professor of Chinese and Chair of the Department of World Languages, Literatures, and Cultures.* B.A., M.Ed., Shanghai Normal University; Ed.D., Indiana University of Pennsylvania.

**Amarylis C. Wanschel (2023).** *Assistant Professor of Basic Pharmaceutical Sciences.* B.S., Pontifical Catholic University of Campinas (Brazil); Ph.D., University of Campinas (Brazil).

**Lillian H. Watson (2016).** *Professor of the Practice of Business Communications.* B.A., J.D., Wake Forest University.

**Elizabeth A. Way (2021).** *Visiting Assistant Professor of English.* B.A., Wake Forest University; M.A., University of Durham (England); Ph.D., University of Georgia.

**Kimberly K. Wear-Jones (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 and the W. Roger Soles Professor of Management & Leadership.* B.B.A., University of Wisconsin at Whitewater; M.B.A., Baylor University; Ph.D., Virginia Polytechnic Institute and State University.

**Yong Wei (2021).** *Professor of Computer Science.* B.S., M.S., Nanjing University (China); M.S., Ph.D., University of Georgia.

**Kimberly J. Werth (2022).** *Assistant Professor of Dental Medicine and Assistant Dean for student and Professional Success.* B.S., M.A., University of Detroit Mercy.

**Jeremy A. Whitson (2022).** *Assistant Professor of Biology.* B.S., Muskingum University; Ph.D., Case Western Reserve University.

**Samuel L. Whitt (2012).** *Associate Professor of Political Science.* B.A., University of the South; B.A., University of Tennessee at Knoxville; M.A., Ph.D., Vanderbilt University.

**Jordan N. Widelock (2022).** *Assistant Professor of Educator Preparation.* B.A., University of Judaism; M.A., University of Southern California; J.D., San Joaquin College of Law; Ed.D., Gardner-Webb University.

**Jessica E. Wiitala (2019).** *Assistant Professor of Event Management.* B.S., Lasell College; M.B.A., DeVry University; Ph.D., University of Central Florida.

**Jason A. Williams (2022).** *Professor of the Practice of Management.* B.B.L., Ozark Christian College; M.S., Western Governors University; D.B.A., Walden University.

**Jeffrey W. Williams (2023).** *Assistant Professor of Physician Assistant Studies.* B.A., North Carolina State University; M.Msc., Wake Forest University; DM.Sc., University of Lynchburg.

**Lisa S. Williams (2023).** *Visiting Assistant Professor of Interior Design.* B.S., East Carolina University; M.S., M.F.A., University of North Carolina at Greensboro.

**Lloyd C. Williams (2019).** *Associate Professor of Computer Science.* B.S., Vanderbilt University; M.S., Ph.D., North Carolina State University.

**Kimberly D. Wilson (2022).** *Assistant Professor of Education.* B.S., Appalachian State University; M.Ed., Elon University.

**Adam L. Winkel (2011).** *Associate Professor of Spanish.* B.A., University of North Carolina at Chapel Hill; M.A., M.Phil., Ph.D., Columbia University.

**Michael D. Wolcott (2022).** *Associate Professor of Dental Medicine and Assistant Dean for Curriculum Innovation and Assessment.* B.S., University of Florida; Pharm.D., Ph.D., University of North Carolina at Chapel Hill.

**Andrew J. Wommack (2014).** *Associate Professor of Chemistry.* B.A., William Jewell College; M.S., University of Missouri at Kansas City; Ph.D., Boston College.

**Melissa K. Wright (2023).** *Visiting Assistant Professor of Sociology.* B.A., M.A., Ph.D., Michigan State University.

**Alixandra B. Yanus (2010).** *Associate Professor of Political Science.* B.A., American University; M.A., Ph.D., University of North Carolina at Chapel Hill.

**Ho Sang Yoon (2022).** *Assistant Professor of Spanish.* B.S., M.A., University of Toronto; Ph.D., Washington University in St. Louis.

**Christopher S. Zoch (2023).** *Assistant Professor of Physical Therapy.* B.S., University of Texas at Austin; M.S., Texas Health and Science University; D.P.T., Texas State University.

**Lisa A. Zukowski (2017).** *Assistant Professor of Physical Therapy.* B.A., University of Texas; M.A., Ph.D., University of Florida.



**Emeritus Members of the Faculty**

Mrs. Alda T. Berry  
Dr. Dennis G. Carroll  
Mr. William F. Cope  
Dr. Earl P. Crow

Mr. Robert D. Davidson  
Dr. E. Vance Davis  
Dr. Charlie Q. Futrell  
Dr. L. M. Hays

Mr. David H. Holt  
Dr. Arthur E. LeVey  
Dr. Nelson F. Page  
Dr. Louis B. Pope

Mrs. Nancy W. Shelton  
Dr. Carole B. Stoneking  
Dr. Mariann W. Tillery  
Dr. Carl M. Wheelless



# Administrative Leadership

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## Senior Leadership

- Nido R. Qubein (2005)**. President.  
**Daniel E. Erb (2011)**. Provost.  
**Angela C. Bauer (2013)**. Senior Vice President for Academic Affairs.  
**D. Andrew Bills (2005)**. Senior Vice President for Student Success and Executive Education.  
**S. Brad Calloway (2019)**. Senior Vice President for Business Affairs.  
**Roger D. Clodfelter (1996)**. Senior Vice President for Communications.  
**Barry S. Kitley (2015)**. Senior Vice President for University Operations.  
**Kerr. C. Ramsay (2013)**. Senior Vice President for Enrollment.  
**Jeffrey M. Adams (1996)**. Vice President for Research and Planning.  
**Melissa L. Anderson (2007)**. Vice President for University Events.  
**P. Curtis Barker (2015)**. Vice President for Enterprise Information Technology.  
**Douglas L. Hall (2013)**. Vice President for Career and Professional Development.  
**Daniel R. Hauser (2014)**. Vice President for Athletics and Athletic Director.  
**Pamela J. Haynes (2011)**. Vice President for Communications.  
**Gwenn B. Noel (2020)**. Vice President for Student Life.  
**J. Marc Sears (2018)**. Vice President for Human Resources.  
**T. McKennon Shea, Jr. (2018)**. Vice President for Development.  
**Deborah L. McClintock (2013)**. Vice President for Financial Affairs.  
**Troy J. Thompson (2009)**. Vice President for Facilities and Auxiliary Operations.

## Academic Affairs

- Daniel E. Erb (2011)**. Provost.  
**Angela C. Bauer (2013)**. Senior Vice President for Academic Affairs.  
**Rhonda S. Grimsley (1992)**. Executive Assistant.  
**Jamie M. Martin (2007)**. Executive Assistant.

## Academic Services

- Karen M. Naylor (2001)**. Assistant Dean of Academic Services.  
**Craig C. Curty (1995)**. Director of Academic Services.  
**Anna J. Ward (2022)**. Director of Accessibility Resource and Services.

## Admissions

- Kerr C. Ramsay (2013)**. Senior Vice President for Enrollment.  
**Andrew S. Modlin (2014)**. Senior Associate Vice President of Graduate Admissions.  
**George C. Terry (2015)**. Associate Vice President for Admissions Technology and Operations.  
**Lars C. Farabee (2007)**. Associate Vice President of Graduate Admissions.  
**Dana M. Dolbow (2021)**. Assistant Vice President for Admissions.  
**Jennifer N. Norton (2016)**. Director of Admissions Operations.  
**Andrew D. Brehm (2022)**. Director of Admissions Training and Development.  
**Christian A. Heimall (2022)**. Director of Admissions Events and Campus Visits.  
**Stephen D. Denny (2023)**. Director of Special Projects.  
**Tyshana A. Gardner (2020)**. Associate Director of Admissions.  
**Elizabeth M. Parker (2019)**. Associate Director of Undergraduate Admissions.  
**Karen L. Gerrior-Mariani (2014)**. Associate Director of Regional Admissions.  
**Cecilia M. Granzin (2019)**. Associate Director of Regional Admissions.  
**Celsea A. Shaughnessy (2022)**. Assistant Director of Admissions.  
**Sami A. Smith (2020)**. Assistant Director of International Admissions.  
**Gina P. Weathers (2013)**. Assistant Director of Admissions for Parent and Alumni Engagement.

## Athletics

- Daniel R. Hauser (2014)**. Vice President and Athletic Director.  
**Kimberlee D. Grissett (1986)**. Senior Associate Athletic Director of Business and Tickets.  
**Drew J. Sanchez (2017)**. Assistant Athletic Director for Compliance.  
**April C. Wines (2006)**. Assistant Athletic Director for Academics.  
**Joshua T. Geruso (2015)**. Assistant Athletic Director of Athletic Training.  
**Caleb L. Bettis (2022)**. Assistant Athletic Director of Athletic Facilities & Operations.  
**Lauren N. Moore (2023)**. Senior Director of Athletic Communication and Creative Services.  
**George D. Frye (2007)**. Director of Athletic Bands.  
**Kadie A. Snipes (2022)**. Director of Athletic Communications.  
**Nicole M. Freshette (2019)**. Director of Athletic Creative Services.  
**Reginald E. Hines (2021)**. Director of Basketball Graphic Design and Video Operations.

**Noah J. Diebel (2021).** Director of Basketball Operations.  
**Jake Baskinger (2023).** Director of Marketing and Promotions.  
**Trey Zeigler (2023).** Director of Player Development.  
**Brady T. Bauer (2021).** Coordinator of Club Sports.

## Business Affairs

**S. Brad Calloway (2019).** Senior Vice President for Business Affairs.  
**Deborah L. McClintock (2013).** Vice President for Financial Affairs.  
**P. Curtis Barker (2015).** Vice President for Information Technology.  
**J. Marc Sears (2018).** Vice President for Human Resources.  
**Nancy Y. Gordon (1999).** Assistant Vice President for Business Services.  
**Jonathan M. Mador (2019).** Assistant Vice President of Student Financial Services.  
**Brian A. Shollenberger (2017).** Manager of Financial Accounting.  
**Gene Bunting (2014).** Manager of Contracts and Procurement.  
**Nicole L. Rios (2022).** Director of Title IX.  
**Sandra H. Norris (2000).** Senior Associate Director of Student Financial Planning.  
**Megan C. Inch (2018).** Senior Associate Director of Student Accounts.  
**Cana L. Hill (2014).** Associate Director of Student Financial Planning.  
**Casey L. Routh (2009).** Assistant Director of Student Financial Planning.  
**Joyce E. Williams (2011).** Assistant Director of Student Accounts.

## Career and Professional Development

**D. Andrew Bills (2005).** Senior Vice President for Career and Professional Development.  
**Douglas L. Hall (2013).** Vice President for Career and Professional Development.  
**Jeffrey M. Palis (2017).** Assistant Vice President for Global Education  
**Britt A. Carl (2013).** Senior Director of Learning Excellence.  
**Joanne D. Altman (2011).** Director of Undergraduate Research and Creative Works.  
**Pamela H. Francisco (2014).** Director of Student Success.  
**Alison Y. Long (2023).** Director of Career Advising.

## Communications

**Roger D. Clodfelter (1996).** Senior Vice President for Communications.

**Pamela J. Haynes (2011).** Vice President for Communications.  
**Elaina M. Huffman (2018).** Senior Director of Branding and Special Projects.  
**Lauren E. Whitley (2020).** Senior Director of Communication Management.  
**Arthur W. Fadde (2022).** Senior Director of Communications.  
**Mary M. Ealley (2013).** Senior Director of Creative Projects.  
**Kaylee M. Billings (2016).** Senior Director of Enrollment Marketing.  
**Alex S. Abrams (2023).** Director of Media Relations.

## Facility and Auxiliary Operations

**Barry S. Kitley (2015).** Senior Vice President for University Operations.  
**Melissa L. Anderson (2007).** Vice President for University Events.  
**Troy J. Thompson (2009).** Vice President for Facilities and Auxiliary Operations.  
**Marideth M. Riggs (2009).** Assistant Vice President for University Events.  
**Jason M. Sweet (2013).** Assistant Vice President for Capital Projects.  
**Lindsey D. Ayers (2011).** Assistant Vice President for University Relations.  
**Debra C. Duncan (2022).** Chief/Director of Campus Police and Security.  
**Jay G. Atkins (2014).** Major and Assistant Chief of Police.  
**Derek S. Stafford (2011).** Major and Assistant Director of Investigations.  
**Dennis C. Schumaker (2010).** Captain and Manager of Communications. A.A.S.  
**Lori A. Stutts (2012).** Captain of Investigations and Compliance.  
**Brian K. Regan (2022).** Captain, Campus Police Field Operations.  
**Jaime E. Tamsin (2021).** Director of Conference and Event Services.  
**Albert M. (Trey) Walker (2017).** Director of Facility Operations.  
**Matthew M. Mahoney (2019).** Director of Grounds.  
**William A. (Gus) Porter (2013).** Manager of Health, Safety, and Preparedness.

## Human Resources

**J. Marc Sears (2018).** Vice President for Human Resources.  
**Melissa L. Marion (2014).** Senior Director of the Employee Wellness Program.  
**Shaunita D. Faucette (2019).** Director of Human Resources Operations.



**Scott A. Koper (2020)**. Director of Payroll.  
**Sandra L. Fantauzzi (2009)**. Director of the Student Employment Program.

## Information Technology

**P. Curtis Barker (2015)**. Vice President for Enterprise Information Technology.  
**Scott J. Moffitt (2004)**. Director of Operations.  
**Yixin Lu (2016)**. Director of Educational Technology Services.  
**Jonathan B. Luther (2006)**. Data Center Engineer. B.S.

## Institutional Advancement

**T. McKennon Shea, Jr. (2018)**. Vice President for Institutional Advancement.  
**Katherine E. Berry (2020)**. Director of Major Gifts.  
**William T. Nowadly (2023)**. Senior Director of Annual Giving and Communication.  
**Rita S. Williams (2013)**. Director of Advancement Services.  
**Darren L. Hill (2016)**. Senior Director of Athletic Development.  
**Bradley B. Purcell (2019)**. Director of Gift Planning.  
**Daniel A. Gravo (2023)**. Director of Major Gifts.

## Libraries

**David L. Bryden (1990)**. Director of Library Services.  
**William B. Nicholls (2016)**. Librarian, Evening Reference.  
**Robert L. Fitzgerald, Jr. (2006)**. Librarian, Interlibrary Loan and Reference.  
**Amy L. Jernigan (2011)**. Librarian, Head of Technical Services.  
**Sheri A. Teleha (1999)**. Librarian, Serials and Cataloging.  
**Nita Williams (1987)**. Librarian, Head of Circulation.  
**Pamela J. Grubb (2016)**. Librarian, Stout School of Education Children's Library.  
**Gerald J. Ward (2023)**. Librarian, Media and Digital Services.  
**Christina E. Cavanaugh (2022)**. Print Shop Manager.

## Research and Planning

**Jeffrey M. Adams (1996)**. Vice President for Research and Planning.  
**Jodi C. Moser (2008)**. Coordinator of Graduate Operations.  
**Danielle L. Campbell (2010)**. Director of Institutional Research and Assessment.  
**Panda S. Powell (2023)**. Director of Research Administration and Sponsored Programs.  
**Amanda S. Elbert (2022)**. Post-Award Administrator.

## Student Life

**Gwenn B. Noel (2020)**. Vice President for Student Life.  
**Brett A. Barger (2023)**. Assistant Vice President of Student Support Services.  
**Deona D. Cureton-Summers (2021)**. Senior Director of Multicultural Affairs and Care.  
**Nicole M. Hundt (2021)**. Senior Director of Housing and Residence Life.  
**Bradley G. Taylor (2015)**. Senior Director of Campus Engagement.  
**Dylan A. Denning (2017)**. Senior Director of Student Experience.  
**Mary D. Sullivan (2023)**. Senior Director of Community Standards.  
**Madison D. Simmons (2021)**. Director of Fraternity and Sorority Life.  
**Crystal M. Harvey (2020)**. Director of Residence Life.  
**Stephen F. Burrell (2023)**. Director of Housing Operations.  
**Andrew T. Wedlock (2022)**. Director of Sophomore Experience.  
**Allyson E. Strasen (2021)**. Director of Student Outreach and Support.

## Survey Research Center

**Martin J. Kifer (2009)**. Director.  
**Brian R. McDonald (2014)**. Assistant Director.

## University Chapel

**Preston A. Davis (2013)**. Minister to the University.  
**Amy R. Epstein (2018)**. Jewish Life Coordinator.  
**Andria L. Williamson (2017)**. Manager of Chapel Programs.

## University Registrar

**Daniel K. Brooks (2014)**. Assistant Vice President and University Registrar.  
**Ann M. Miller (1981)**. Senior Associate University Registrar.  
**Ginny K. Bobbitt (2018)**. Associate University Registrar.  
**Jilian N. Lincourt (2019)**. Associate University Registrar.  
**Ashley B. Darr (2010)**. Assistant Registrar and VA Certifying Official.  
**Debra B. Scott (1995)**. Student Information Systems Specialist.  
**Brooke M. Lutz (2021)**. Manager of Academic Records.

## David R. Hayworth School of Arts & Design

**John C. Turpin (2011)**. Dean.

**Jane L. Nichols (2012)**. Chair, Department of Interior Design, Furnishings, and Fashion Merchandising.

**Scott M. Raynor (2006)**. Chair, Department of Visual Art.

**Douglas P. Brown (2008)**. Chair, Department of Theater and Dance.

**Marc A. Foster (2009)**. Chair, Department of Music.

## Earl N. Phillips School of Business

**Daniel T. Hall (2010)**. Dean.

**David E. Tofanelli (2017)**. Associate Dean.

**Gerald T. Fox (1993)**. Chair, Department of Economics.

**Ross P. Roberts (2010)**. Chair, Department of Accounting and Finance.

**Laurence J. Quinn (2013)**. Chair, Department of Marketing and Sales.

**David G. Page (2020)**. Chair, Department of Management and Entrepreneurship.

**Nasir H. Assar (2021)**. Director of the M.B.A. program.

## Nido R. Qubein School Communication

**Virginia M. McDermott (2010)**. Dean.

**Nahed M. Eltantawy (2008)**. Associate Dean.

**Stefan A. Hall (2012)**. Chair, Department of Game Design.

**Bobby L. Hayes (1998)**. Chair, Department of Journalism and Sports Media.

**Jennifer E. Lukow (2006)**. Chair, Department of Sport, Event, and Hospitality Management.

**John T. Mims (2016)**. Chair, Department of Advertising, Public Relations, and Strategic Communication.

**Robert A. Powell (2012)**. Chair, Department of Media Production.

## Workman School of Dental Medicine

**Scott S. DeRossi (2021)**. Dean.

**Kevin W. Cain (2021)**. Senior Associate Dean for Administration and Finance.

**Michael D. Wolcott (2021)**. Assistant Dean for Curriculum Innovation and Assessment.

**Muhammad Ali Shazib (2022)**. Assistant Dean and Chief Dental Officer. B.D.S., D.D.M.

**Kimberly J. Werth (2022)**. Assistant Dean for Student and Professional Success. B.S., M.A.

**Jazmin A. Cromartie (2021)**. Director of Student Admissions.

**Claudia E. Balderas (2022)**. Director of Credentialing and Compliance.

**Anna N. Hilla (2022)**. Director of Health Informatics.

## Stout School of Education

**Amy A. Holcombe (2018)**. Dean.

**Claire S. Lambert (2018)**. Associate Dean.

**Leslie M. Cavendish (2011)**. Chair, Department of Educator Preparation.

**Dustin N. Johnson (2007)**. Chair, Department of Leadership Studies.

## Webb School of Engineering

**Michael J. Oudshoorn (2018)**. Dean.

**Claire L. McCullough (2019)**. Chair, Department of Electrical and Computer Engineering.

**Robert T. Harger (1996)**. Chair, Department of Mathematical Sciences.

## Congdon School of Health Sciences

**Kevin R. Ford (2012)**. Dean.

**Jolene M. Henning (2011)**. Chair, Department of Athletic Training.

**James C. Johnson (2015)**. Chair, Department of Physician Assistant Studies.

**Jeffrey B. Taylor (2020)**. Chair, Department of Physical Therapy. B.A., Ph.D., D.P.T.

**Linda J. Sekhon (2021)**. Chair, Department of Medical Sciences. B.S., M.M.S., D.H.Sc.

## School of Humanities & Behavioral Sciences

**Ken D. Elston (2019)**. Dean.

**Matthew T. Schneider (2008)**. Associate Dean.

**Christopher A. Franks (2003)**. Chair, Department of Religion and Philosophy.

**Kirsten T. Li-Barber (2008)**. Chair, Department of Psychology.

**Martin J. Kifer (2009)**. Chair, Department of Political Science.

**Robert E. Little (1998)**. Chair, Department of Criminal Justice.

**Matthew P. Sayre (2018)**. Chair, Department of Anthropology and Sociology.

**Frederick C. Schneid (1994)**. Chair, Department of History.

**Bryan D. Vescio (2015)**. Chair, Department of English.

**Daliang Wang (2016)**. Chair, Department of World Languages, Literatures, and Cultures.

### Kenneth F. Kahn School of Law

**Mark D. Martin (2022)**. Dean.

**Larry (Natt) O. Gantt (2022)**. Associate Dean of Academic Affairs.

**R. Jay Shively (2023)**. Associate Dean of Admissions.

### Wanek School of Natural Sciences

**Brian H. Augustine (2013)**. Dean.

**M. Todd Knippenberg (2010)**. Chair, Department of Chemistry.

**Briana L. Fiser (2011)**. Chair, Department of Physics.

### School of Nursing

**Racquel R. Ingram (2021)**. Dean.

### School of Optometry

**Catherine L. Heyman (2023)**. Dean.

### Fred Wilson School of Pharmacy

**Mary Jayne Kennedy (2015)**. Dean.

**Patti W. Black. (2021)**. Associate Dean for Academic Affairs.

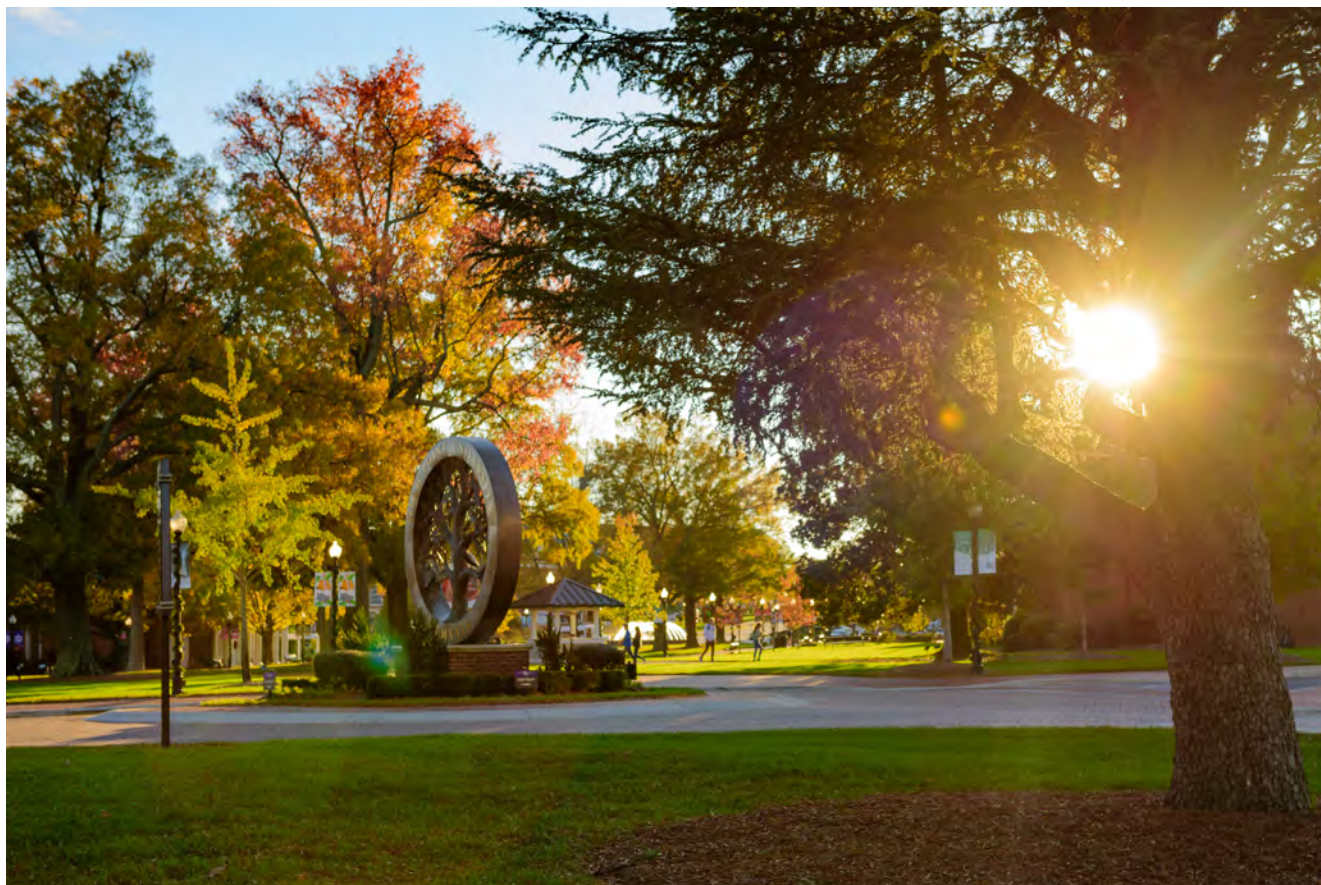
**Joy B. Greene (2014)**. Associate Dean for Experiential Education. Pharm.D.

**Michael J. Mueller (2022)**. Assistant Dean for Student and Professional Affairs.

**Julie B. Cooper (2016)**. Chair, Department of Clinical Sciences.

**Kent D. Stewart (2015)**. Chair, Department of Basic Pharmaceutical Sciences.

**Sally M. McMillin (2016)**. Vice-Chair, Department of Basic Pharmaceutical Sciences.





## Fall, 2023

Faculty Seminars.....	August 14 – 18
Opening Convocation.....	August 20
Drop/Add/Late Registration.....	August 21
Classes Begin.....	August 21
Last day to add a course or change to audit.....	August 25
Last day to drop a course without record.....	August 25
Fall Break.....	October 9 – 13
Last day to drop with a grade of W.....	October 27
Thanksgiving Break.....	November 22 – 26
Last class day of the semester.....	December 7
Reading Day.....	December 8
Exams.....	December 9 – 15
Fall Graduation.....	December 15

Rosh Hashanah: September 15 – 17

Yom Kippur: September 24 – 25

Hanukkah: December 8 – December 15

## Spring, 2024

Late Registration.....	January 8
Classes Begin.....	January 8
Last day to add a course or change to audit.....	January 12
Last day to drop without record.....	January 12
Martin Luther King, Jr. Day (no classes).....	January 15
Spring Break.....	February 26 – March 1
Last day to drop a course with a grade of W.....	March 15
Good Friday (no classes).....	March 29
Easter Monday (no classes).....	April 1
All University Honors Day (no classes).....	April 16
Last class day of the semester.....	April 24
Reading Day.....	April 25
Exams.....	April 26 – May 2
Baccalaureate.....	May 3
Commencement.....	May 4

Passover: April 23 – April 30

Ramadan: March 11

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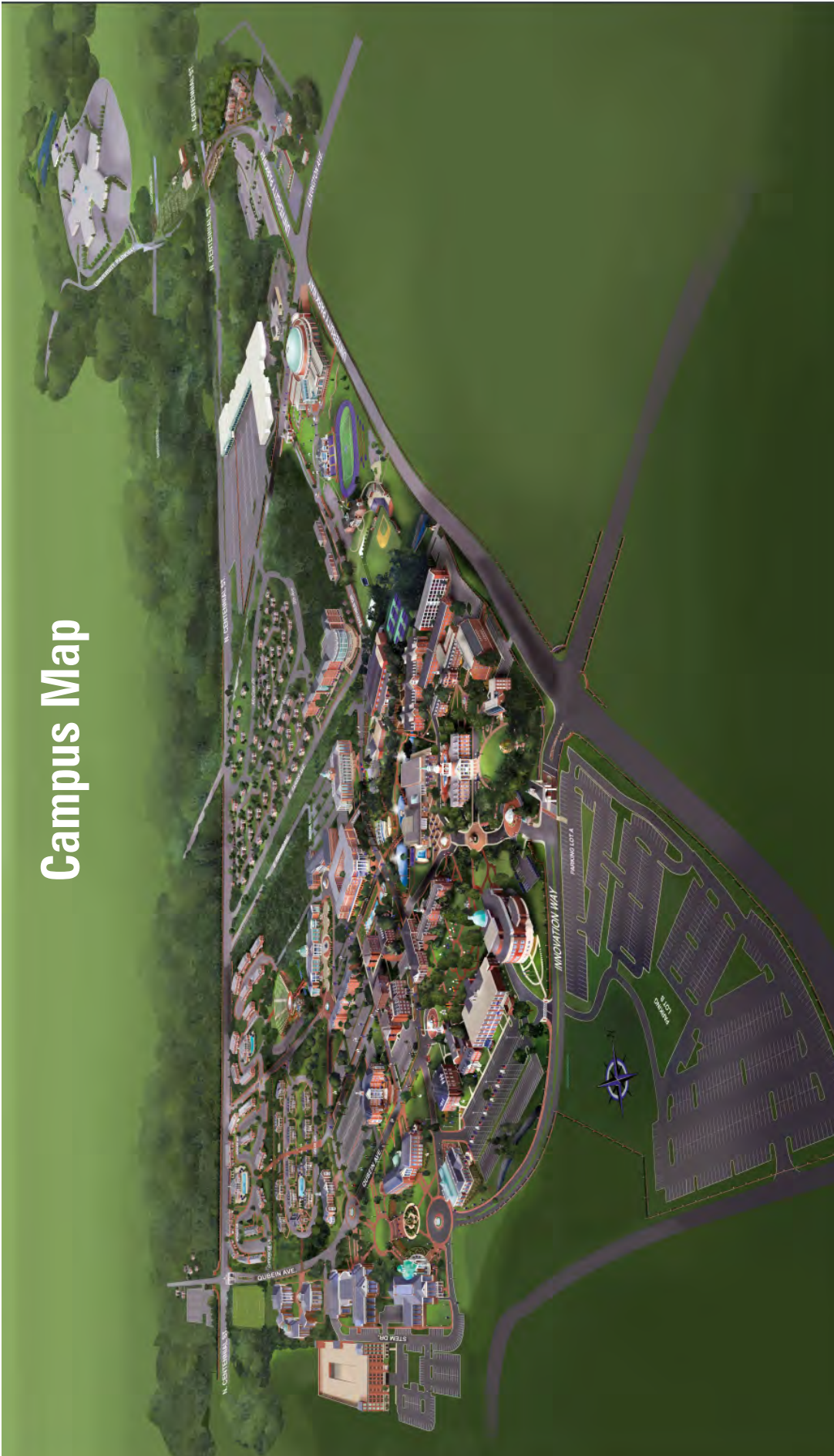
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# Campus Map



**High Point University's inspiring environment, caring people, and engaging education equip graduates for success and significance by cultivating the values, knowledge, mindset, and skills necessary to thrive in a competitive and rapidly changing world.**



**HIGH POINT UNIVERSITY**

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