

HIGH POINT UNIVERSITY

Undergraduate Bulletin 2015–2016





High Point University

One University Parkway
High Point, North Carolina 27268

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

The School of Education at High Point University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial and advanced educator preparation programs at High Point University located in High Point, North Carolina.

The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) to award the Bachelor of Science (B.S.) degree in athletic training. High Point University is transitioning from the B.S. degree to a Master of Science in Athletic Training (M.S.A.T.) degree. CAATE accreditation will transfer to the M.S.A.T. degree program upon approval.

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

The ARC-PA has granted Accreditation-Provisional status to the High Point University Physician Assistant Program sponsored by High Point University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The High Point University School of Pharmacy program has been authorized by the Board of Directors for an on-site evaluation to be scheduled during fall 2015 for consideration of Precandidate status. Authorization of an on-site evaluation for consideration of Precandidate status does not carry with it nor imply an accreditation status. The on-site evaluation is authorized solely for purposes of gathering additional information in furtherance of an accreditation decision. The Board will consider Precandidate status at the next regularly scheduled meeting, which occur in January and June of each year, following the on-site evaluation. For an explanation of the ACPE accreditation process, consult the Office of the Dean or the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, Illinois 60603, 312-644-3575; FAX 312-664-4652; website <http://www.acpe-accredit.org>.

The University is a member of the following associations:

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

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

High Point University is an equal opportunity institution. Its policy is to recruit, retain, and promote the most outstanding students, faculty, and staff possible, regardless of an individual's race, creed, color, gender, religion, sexual orientation, age, national origin, or handicap. 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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Correspondence Directory

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Information Technology

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Library

(336) 841-9215

Minister to the University

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Research and Planning

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Security/ Parking/Safety

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Sponsored Programs

(336) 841-9313

Student Accounts

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Student Financial Planning

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Student Health Services

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Student Life

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Transportation

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Undergraduate Admissions

(336) 841-9216

University Registrar

(336) 841-9029

University Switchboard

(336) 841-9000



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 47 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

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

Our Liberal Arts Tradition

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

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

A Brief History of High Point University

In 1924 High Point College opened as a cooperative venture between the Methodist Protestant Church and the city of High Point. The campus consisted of three partially completed buildings, there were nine faculty members, and student enrollment was 122. Today the University has 169 buildings, is attractively landscaped, the full-time teaching faculty numbers 275, and over 4,500 students are enrolled in a wide variety of undergraduate and graduate programs.

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

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

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

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

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

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 9, 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.

During the past nine years, HPU has invested almost \$900 million in academics, facilities, student life, technology, and scholarships. The original 92-acre campus has grown to 380 acres with many new academic, residential, student life, and athletic facilities. The result is an engaging environment that encourages students to excel.

Institutional Profile

Type of University: High Point University is a four-year comprehensive university with outstanding undergraduate and graduate programs and 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 Golden Triad (with Greensboro and Winston-Salem) and at the industrial center of the state. The city of High Point, with a population of about 108,000, is in the Piedmont, half-way between the Atlantic Ocean to the east and the Blue Ridge Mountains to the west.

Enrollment: The University has over 4,500 undergraduate and graduate students from 40 countries and 46 states.

Faculty: 275 full-time faculty members, most of whom hold an earned doctorate or other terminal degree. While the faculty are involved in a variety of professional and civic responsibilities, their primary aim is excellence in teaching and scholarship.

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

Majors: Accounting, Actuarial Science, Biochemistry, Biology (B.S. and B.A.), Business Administration, Chemistry (B.S. and B.A.), Communication, Computer Science (B.S. and B.A.), Criminal Justice, Documentary Media, Elementary Education, English Literature, English Writing, Entrepreneurship, Exercise Science, French & Francophone Studies, Graphic Design, Health and Physical Education, History, Human Relations, Individualized Major, Interior Design, International Business, International Relations, Marketing, Mathematical Economics, Mathematics (B.S. and B.A.), Middle Grades Education, Music, Nonprofit Leadership and Management, Philosophy, Physics (B.S. and B.A.), Political Science, Psychology, Religion, Sales, Sociology and Anthropology, Spanish, Special Education, Studio Art, Theatre, Visual Merchandising Design.

Pre-Professional Programs: High Point University offers several pre-professional programs designed to prepare students for advanced study in the areas of art therapy, 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, externships, fieldwork and other kinds of career-oriented learning experiences, and to travel around the world to study in such countries as Ireland, Spain, Italy, France and Australia, as well as to such domestic destinations as Alaska, the Mississippi River delta, and Washington, D.C.

Honor Societies: Alpha Chi (academic achievement), Alpha Kappa Delta (sociology), Alpha Lambda Delta (first year students), Alpha Phi Sigma (criminal justice), Alpha Psi Omega (theatre), Beta Beta Beta (biology), Delta Mu Delta (business), Kappa Pi (art), Kappa Delta Pi (education), Lambda Pi Eta (communication), Odyssey Club



(honors students), Order of the Lighted Lamp (academic achievement), Order of Omega (fraternity or sorority members), Phi Beta Delta (international scholars), Phi Sigma Iota (foreign language), Phi Sigma Tau (philosophy), Pi Delta Phi (French), Pi Sigma Alpha (political science), Psi Chi (psychology), Sigma Delta Pi (Spanish), Sigma Nu Tau (entrepreneurship), Sigma Tau Delta (English), Theta Alpha Kappa (religion).

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

Commitment to Diversity, Equity, and Inclusion:

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

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

Diversity, equity, and inclusion are not merely moral imperatives or societal goals; they can also be a competitive advantage. Our continued success as a university resets 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 169 buildings on 380 acres, the University is located in a quiet residential area a mile from downtown High Point. Interstate Highways 40 and 85 are easily accessible from the campus, and the area airport is a few miles north of the campus.





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

Belk Residence Hall (1968). Suite-style residence hall for 76 women and 62 men on separate floors; each suite has entrance from an outside balcony-walkway, four rooms, and a lounge area. Belk is completely wireless, and has convenient parking and free laundry facilities. The suites and bathrooms in Belk were completely renovated in 2008.

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.

Centennial Square (2012). This residential facility houses both male and female upperclassmen, and is adjacent to the Greek Village. Eleven buildings, comprised of 50 townhomes, will house 348 students in our newest residential community. Each townhome 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; shared living area, dining room, full-size kitchen (which includes a dishwasher), and laundry

room in each facility, as well as access to the Centennial Square Center, which includes learning commons, study space, recreation facilities and post office.

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

Congdon Hall (1967). Provides classrooms and laboratories for biology, chemistry, physics, mathematics and computer science. It was completely renovated in 2000.

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, Cottrell Hall 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 Office of Career and Professional Development, the Internship Resource Center, the Office of Study Abroad, the Center for Entrepreneurship, Undergraduate Research and Creative Works, the Success Coach Program, the Student Employment Program, and the Center for Selling Excellence.

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. In 1998, new dugouts were constructed, and in 2002, a new scoreboard was installed along with a new outfield fence and wind screens.

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, office of the Dean of the Chapel, 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 184 male students; 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. Completely renovated in 2006.

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 an outdoor pool and meeting house for its residents.

Physical Therapy/Physician Assistant Building (2013). This facility houses the Department of Physician Assistant Studies, the Department of Physical Therapy, and the Human Biomechanics and Physiology Laboratory. The building is equipped with state-of-the-art technology designed to support world-class teaching and research, including 24 motion capture cameras, a golf simulator, an environmental chamber, a wet lab, a DEXA scanner for performing body fat analysis, simulation and skills labs, and examination rooms.

James H. and Jesse E. Millis Athletic and Convocation Center (1992). Completed in 1992 and renovated in 2008, the Millis Athletic and Convocation Center includes a

gymnasium/convocation center which seats 2300 people. Includes an eight-lane competition swimming pool, three racquetball/handball courts, offices for faculty and coaches, classrooms, conference suite, aerobics center, and weight-training center. Six tennis courts adjoin the arena. In 2008, Millis' arena was completely renovated with new seats, lighting system with shutters, light show capabilities, an upgraded audio system, a fourth video board, a new center-hung scoreboard, a new floor and fresh paint.

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.

McEwen Hall (1924). Residence hall for women, arranged in suites with connecting bath; free laundry facilities. Completely renovated in 2006.

Millis Residence Hall (1964). Residence hall for 100 women; large social room for each sorority on campus; totally wireless; comfortable study spaces; and free laundry facilities. Millis was completely renovated in 2007.

Nido R. Qubein School of Communication (2009). Houses majors in Documentary Media and Communication (with concentration areas in electronic media production, game and interactive media design, media and popular culture studies, journalism, strategic communication, sport and event management, and sport communication). It includes state-of-the-art technology and is home to HPU Radio and a TV news station, as well as classrooms and faculty offices.



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

Norcross Hall (1954/2006). Provides offices for the Norcross Graduate School and houses the Office of Information Technology, and offices for the School of Health Sciences, the School of Pharmacy, and the departments of English, Criminal Justice, and Human Relations, Sociology, & Nonprofit Studies.

North & Yadkin Hall (1964). North Hall is a residence hall for 98 residents; Yadkin Hall accommodates 100 students; both halls have common areas with comfortable study spaces and plasma televisions; completely wireless; free laundry facilities. Completely renovated in 2006.

North College Townhomes, Terrace and Court (2011). Located on North College Drive less than 1 mile from campus, these townhomes and apartments provide another living alternative for upperclassmen.

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

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

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

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

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 & Parent Relations, the Office of Research and Planning, and the Office of Research Administration and Sponsored Programs.

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

Slane Student Center (1972/2007). The Slane Student Activity & Fitness Center is the center of activity for HPU students. It houses a 450-seat cafeteria, campus post office, bookstore, administrative offices, study lounges, recreation areas, meeting rooms, Student Life offices, Experiential Learning offices, basketball courts, aerobics room, cardiovascular center, fully equipped weight room, elevated running track, exercise room, atrium with food court, and the Admissions Welcome Center. Located outside of Slane are a tiered dining terrace, basketball court, swimming pool, pool house, 18-person Jacuzzi, sand volleyball court and student plaza.

The Herman H. and Louise M. Smith Library (1984). Smith Library supports all undergraduate and graduate programs offered by the University. Media Services, also housed in Smith Library, assists faculty and students with digital productions and presentations. The library was thoroughly renovated in 2008.

The 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.



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.

Wesley Residence Hall (1953). Residence hall for 42 women, arranged in suites; free laundry facilities. Completely renovated in 2006.

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

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

new state-of-the-art athletic training center within the building.

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

York Hall (2007). This facility provides 208 fully furnished private bedrooms grouped in two-, three-, or four-bedroom suites. Specifically dedicated to upperclassmen, 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. York Hall offers Honors living/learning communities, along with a faculty-in-residence program.



Admissions





Admission to the University

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

Undergraduate Admission

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

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

Freshman Admission

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

- Early Decision** Application Date: Nov. 2
 Notification Date: Nov. 23

- Early Action** Application Date: Nov. 16
 Notification Date: Dec. 18

- Regular Decision** Application Date: Mar. 1
 Notification Date: Rolling*

*Application review will begin on January 4, 2016.

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

Students seeking admission as freshmen must submit the following documentation: (1) the Common Application for admission and \$50 application fee; (2) official high school transcript(s); (3) scores on either the SAT or ACT tests; (4) a School Report Form; and (5) one letter of recommendation. In addition, a campus visit is strongly recommended.

To request information for the undergraduate program, contact the Office of Undergraduate Admissions at 800-345-6993. Students may apply online (<http://www.highpoint.edu/admissions/apply/>). For information on the SAT or ACT testing programs, consult your high school guidance office or contact the Office of Undergraduate Admissions at High Point University.

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

English.....	4 Units
Mathematics*	4 Units
Science**	3 Units
Social Studies***	3 Units
Foreign Language****	3 Units

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

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

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

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

Transfer Admission

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



Except as indicated above, students who will have earned 24 or more semester hours of college-level work, or the equivalent thereof, prior to enrollment shall be considered transfer students for purposes of admissions. Students seeking admission by transfer should submit (1) the Common Application for admission and \$50 application fee; (2) the official transcript of the high school from which they graduated; (3) separate and official transcripts from each college or university attended; (4) SAT or ACT scores*; (5) the Common Application's College Report; and (6) one letter of recommendation.

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

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

Admission as International Students

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

Proficiency in English

International students who are non-native speakers of English are required to have their official TOEFL or IELTS scores submitted by the testing organization in order to be considered for admission to the University. The TOEFL exam may be taken at an official testing center or online. In addition to the TOEFL score and the SAT score, the University may require an additional exam and interview in order to determine English proficiency and placement. The English language proficiency standard at High Point University is a score of 79 or higher on the TOEFL internet-



based test, a 550 or above on the TOEFL paper-based test, or a score of 6 or higher on the IELTS.

In lieu of submitting test scores, students may submit documentation of successful completion (through Level 5) of an intensive English program approved by the University or documentation that they attended high school in the United States for one or more years.

The University may offer conditional admission to students who score below our English language proficiency standard, and require them to attend an English language program prior to matriculating at HPU. Students who attend intensive English programs will be fully admitted after successful completion of an appropriate level of proficiency.

All non-native speakers of English will take an English placement test to determine whether any additional ESL coursework is needed. If it is determined that the student requires additional language study, he or she will be required to take up to 16 hours of ESL. These courses satisfy the General Education Foreign Language Requirement.

Immigration Documentation

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

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

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

High Point University unless both a current I-20 and visa are in hand.

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

Health Insurance

During their enrollment at High Point University, international students are required to provide proof of insurance or purchase health insurance from a company which has headquarters in the United States and whose programs and services are routinely accepted throughout the United States.

Credit Upon Entry to High Point University

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

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



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

Special Admission

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

By writing to the University Registrar and applying to the Office of Undergraduate Admissions, a non-degree student may request a change to regular degree seeking status provided the student has met all requirements for admission

and has completed at least 12 credits with a cumulative grade point average of 2.45 or higher.

Application for Readmission

Undergraduate students who have terminated their registration during the course of a semester or who, once enrolled at the University, have not returned for one or more terms, exclusive of the summer sessions, must apply for readmission through the Office of Undergraduate Admissions. In cases involving prior ineligibility, the application for readmission must be accompanied by a letter of appeal which shall be referred to the Committee on Undergraduate Admissions for action. For additional information, see "Readmission" in the Academic Program section of the University 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, see "Credit for National Test Programs" in the Academic Program section of this Bulletin.)

Credit by Evaluation

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

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

Credit for Prior College Work

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





Credit for courses compatible with the curricula of High Point University which were taken at a two-year college which is not accredited may be awarded following completion of 30 credits at High Point University with a cumulative grade point average of 2.0 or higher and with the approval of the Provost and the University Registrar.

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

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

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

Technical programs that are not currently on the approved list may be added by departmental recommendation (if the program falls within a specific department), or by the Provost or the University Registrar.

Direct Transfer

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

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

High Point Record

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



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 2015–2016

Tuition & Fees:	\$32,430
Room (Tier 1) & Dining Plan:	\$12,200

There will be an additional charge for students choosing a room other than a Tier 1. The additional charge ranges between \$2,850 and \$8,800 per year, depending on the specific residence hall and room type.

An additional charge of \$676 per credit will be assessed for each credit taken beyond the 18 credit maximum for the semester.

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

In addition to the charges listed above, students may have costs associated with accident, hospitalization, and surgical insurance, as described elsewhere in this Bulletin.

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 \$900 per semester credit if they are taking up to and including 11 semester credits. There will also be a \$180 technology fee per semester. 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 who do not pay student fees will not 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 Slane Student Fitness Center.

Matriculation and Housing Deposit

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

Personal Costs

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

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

Course Fees

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

Auditing Fees

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

Billing Schedule

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

An additional statement of account will be mailed at mid-term for each semester. At all other times, a student's account will be available through online internet access of the Student Account Center. 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.®

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Under no circumstances will a student receive official transcripts until he has made full settlement of his account, nor may any student be readmitted until all previous charges are paid in full. No student will be able to graduate or receive a transcript of his University credits until his account with the University is paid in full.

Monthly Payment Plan

The operation of High Point University is contingent upon payment of charges according to the established schedule. However, persons desiring to pay charges by interest free installments may wish to consider the High Point University Monthly Payment Plan, managed by Tuition Management Systems. This Plan allows families to pay semester expenses in 5 equal installments beginning June 1. This plan is presented to parents as a convenience in meeting their educational expenses and can be of value in budgeting these expenses from monthly income. Materials for this plan can be found on the Student Account Center — highpoint.afford.com.

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

Refunds

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

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





Depending upon student status at the time of withdrawal 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 Accounts for complete details.

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

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

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

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

Banking and Check Cashing

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

The Student Accounts Cashier will cash checks for students who choose not to open accounts with local banks. A \$35 returned check fee will be charged for each check that is returned from the bank for nonpayment. The bookstore will also honor out-of-town checks for our students. The bookstore does not allow purchases to be charged on the student's account. The University also has several automated full-service money access centers (ATMs) available on campus.

Accident, Hospitalization and Surgical Insurance

High Point University offers to all of its full-time students an accident, hospitalization and surgical insurance plan. This coverage is mandatory for all full-time students unless they are covered under a comparable medical insurance plan. The mandatory coverage must be specifically waived through procedures prescribed by the Office of Student Accounts. Details of the student insurance plan will be mailed with the fall billing statement.



Financial Planning

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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). Funding sources are limited and are awarded on a first-come basis, so filing early is imperative. Our priority deadline date for filing the FAFSA is March 1st.

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

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.

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 determines whether a student will qualify for the NC Need-based Scholarship Program. Students must be a North Carolina resident and be enrolled at least $\frac{3}{4}$ time to receive funding from this program.

High Point University Financial Assistance Programs

High Point University offers need-based assistance to those who qualify. Eligibility is determined through the filing of the Free Application for Federal Student Aid (FAFSA). With the exception of the merit-based scholarship programs awarded to incoming students through the admission process, the results of the FAFSA will determine eligibility for all financial aid programs administered by the Office of Student Financial Planning. After a student's FAFSA is received and eligibility is determined, an aid package will be developed and mailed 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. Presidential Scholarships are awarded on a competitive basis through an interview process held each February on Presidential Scholarship Interview Day. These scholarships include Presidential Founders Scholarships, University Fellowships, Presidential Fellowships and Scholarships, and High Point Fellowships and Scholarships. Each scholarship has a minimum cumulative GPA that the student must maintain in order to continue to receive these funds each year. All scholarships require the student to be enrolled full-time and are not applicable to Summer enrollment. Scholarships awarded to incoming students are renewable for 3 additional years provided the student maintains the required GPA. 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 full information and applications.

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

in our web based career center and you can start your search by visiting www.highpoint.edu/careercenterlogin. The recruiting and onboarding process is comparable to what you should expect when starting your career search after college. Employment with High Point University is contingent upon completion of the hiring process as well as the Form I-9. For more information please contact the Student Employment Program at 336-841-9451. Work Hard, Work Smart, HAVE FUN!

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	2.00



Maximum Time Frame

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

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

Special Grading Notes

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

The following chart shows a student’s ratio of earned hours to attempted hours to be considered as progressing toward degree completion within the maximum 150% limit. It is imperative for students who receive Federal Direct Student Loans to realize that there is a maximum aggregate amount that students may borrow in their undergraduate career.

Students who are enrolled beyond four years or 8 semesters, which is the time normally associated with finishing degree requirements, and receive federal loans during that time are subject to running out of eligibility for student loans.

When total hours attempted are:	Student must have earned at least:
36 hours	24 hours
64 hours	42 hours
96 hours	64 hours
124 hours	83 hours
160 hours	107 hours
192 hours	128 hours

Transfer Students

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

Less than Full-Time Enrollment

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

Electives

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

Repeating Courses

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

Academic Progress Procedures

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

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

Appeals Process/Special Circumstances

Students may submit a written statement of appeal for one additional semester of financial assistance if they feel there are special circumstances that prevented them from meeting the minimum standards of Satisfactory Academic Progress. Any supportive documents or statements should also be submitted that will provide the Appeals Committee with additional information pertinent to their review. The student must complete and submit the High Point University Satisfactory Academic Progress Appeal Request along with the written statement explaining why the student failed to make satisfactory progress and what has changed in his situation that will allow him 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.

For additional information or questions, please contact the Office of Student Financial Planning online (www.highpoint.edu/financialplanning), via phone (336.841.9124), or via e-mail (finplan@highpoint.edu).





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 discredits to the student and/or to the University;
- Every student is honor-bound to refrain from cheating;
- Every student is honor-bound to refrain from plagiarism;
- Every student is honor-bound to refrain from academic dishonesty;
- Every student is honor-bound to refrain from academic dishonesty;



Student Life at High Point University

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

Student Rights and Responsibilities

Student Rights and Responsibilities are set forth in writing in order to give students general notice of some of their rights and responsibilities at High Point University. Additional rights and responsibilities are set forth in University publications — including the *Guide to Campus Life*, residence hall contracts, and bulletins. It is the student's responsibility to be aware of all University rules and processes; students should seek advice from Student Life or Academic Affairs if they have any questions about the purposes or intent of University rules and processes.

Students are expected to conduct themselves in a manner that is civil and reflects openness to educational experiences. Students have a right to expect High Point University "to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities" (High Point University mission). Additionally, students have a right to function in 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 freshman sign. By enrolling in the University, students embrace the commitment to the Honor Code and Conduct Code as well as to other University expectations and responsibilities. It is the responsibility of students to act honorably in all phases of student life and to understand student rights and responsibilities as well as procedures and consequences when their behaviors do not conform to University rules.

Student Rights

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

- **Expression:** Students are able to freely examine and exchange diverse ideas in an orderly manner inside and outside of the classroom.
- **Association:** Students can associate freely with other individuals, groups of individuals and organizations for purposes that do not infringe on the rights of others.

- **Access:** Students with a disability have the right to request reasonable accommodations ensuring equal access to courses, course content, programs, services, and facilities.
- **Freedom from Discrimination:** Students can expect to participate fully in the University community without discrimination as defined by federal, state or University regulations.
- **Safe Environment:** Students have a right to learn in a safe campus community.
- **Discipline:** Students can expect discipline and sanctions for misconduct; students have a right to a hearing regarding the misconduct.
- **High Quality Resources:** Students have access to high quality resources which support intellectual, emotional, and social development.
- **Counseling:** Students have access to mental wellness services and programs.
- **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 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.
- **Prompt Responses from Administration:** Students have the right to expect prompt and courteous responses from the University's academic and administrative departments.
- **Academic and Administrative Policies:** Students can expect academic and administrative policies that support intellectual inquiry, learning, and growth.

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

Student Responsibilities

High Point University students have a responsibility to uphold the University Honor Code, Conduct Code, and all other rules and processes. When students behave contrary to University rules and processes, the University will take appropriate action.

High Point University Rights and Responsibilities

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

Codes of Conduct

University Honor Code

High Point University is an academic community which seeks to be open, just, disciplined, caring, and celebrative. In support of this goal and with the assistance of the Student Government Association, the University Honor Code and Uniform Conduct Code have been established.

University students have the right and responsibility to live and learn in an environment free from fraudulence and dishonesty. Therefore, the Student Government Association has developed the High Point University Honor Code which has been officially adopted in a student referendum and endorsed by the faculty and by the Board of Trustees. The Honor Code affirms that:

- Every student is honor-bound to abstain from cheating;
- Every student is honor-bound to abstain from collusion;
- Every student is honor-bound to abstain from plagiarism;
- Every student is honor-bound to report a violation of the University Honor Code.

University Conduct Code

Although the University is not a parent, it does expect mature, responsible, adult behaviors both on campus and off. While the University regards each student as a responsible adult, it reserves the right to administer established sanctions, including, but not limited to, dismissal or expulsion from the University,

for what the University perceives to be incompatibility with established goals or standards. Furthermore, the University reserves the right to require the withdrawal of any student for behavioral or emotional reasons. In all cases, the University will be guided by principles of charity, fairness, and reason; and the student will have the right of appeal.

In the event that a student is excluded from University facilities and in cases of dismissal or expulsion, any fees due or paid will not be cancelled or refunded, in whole or in part, and neither the University nor any of its officers shall be under any liability for a student’s exclusion.

Students are expected to obey municipal, state, and federal laws. Violations of such laws may be referred to appropriate law enforcement agencies, but the University may also impose disciplinary sanctions as described in the *Guide to Campus Life*.

Sexual Misconduct

High Point University expects all members of its community to act in a respectful and responsible manner toward one another. Acts of sexual misconduct include: sexual harassment (stalking, cyberstalking, or relationship violence) non-consensual contact, non-consensual intercourse (sexual assault), exploitation, and other gender-based offenses are classified as crimes of violence that are subject to prosecution through both university and local law enforcement authorities. If you or someone you know may be the victim of sexual misconduct by another member of the university, you may report such misconduct or file a complaint with the University’s Title IX Coordinators:

• Students:

Gail Tuttle, Vice President for Student Life, 338 Slane Center, High Point University, 833 Montlieu Ave, High Point, NC 27268, 336-841-9231, gtuttle@highpoint.edu

Captain Derek Stafford, Security Manager of Investigations, 104 N. College Admin Building, High Point University, 1911 N. Centennial St, High Point, NC 27268, 336-841-9433, dstaffor@highpoint.edu

• Athletics:

April Wines, Assistant Director for Athletics, Sport Performance Center, High Point University, 833 Montlieu Ave, High Point, NC, 27268, 336-841-4645, awines@highpoint.edu



Captain Derek Stafford, Security Manager of Investigations, 104 N. College Administrative Building, High Point University, 1911 N. Centennial St, High Point, NC 27268, 336-841-9433, dstaffor@highpoint.edu

- **Faculty/Staff:**

Kathy Smith, Director of Human Resources, 104 Roberts Hall, High Point University, 833 Montlieu Ave, High Point, NC 27268, 336-888-3691, kssmith@highpoint.edu

Captain Derek Stafford, Security Manager of Investigations, 104 N. College Admin Building, High Point University, 1911 N. Centennial St, High Point, NC 27268, 336-841-9433, dstaffor@highpoint.edu

Additional information about sexual misconduct, including procedures for reporting instances of sexual misconduct, may be found in the Sexual Misconduct Policy, which can be obtained by contacting the Office of Student Life or visiting the HPU website.

Student Support Services

Counseling Services

Mental wellness for students includes the ability to form and maintain healthy relationships, to balance work and play, to adapt to change, and to cope with stress. The Office of Counseling Services, located on the third floor of the Slane Student Center, assists students who, because of emotional, behavioral, and/or psychological factors, experience difficulties related to mental wellness.

Services provided to individuals and groups include counseling and psychotherapy, referrals, crisis response, consultation, and training. These services are intended to help students explore their feelings and thoughts, clarify their values and beliefs, develop healthy attitudes, examine available and realistic options, and make satisfying decisions.

With regard to standards of practice, the Office of Counseling adheres to the Code of Ethics of the National Board for Certified Counselors (NBCC).

Student Health Services

High Point University is proud to partner with Cornerstone Health Care to offer extraordinary health care to our undergraduate day students.

Cornerstone Health Care was formed in 1995 and is one of the leading health care providers in our region with more than 300 providers, 80 separate practices and a wide range of ancillary services. Cornerstone Health Care's primary care practices have received Recognition by the National Committee for Quality Assurance (NCQA) as a Level 3 Patient-Centered Medical Home™ (PCMH).

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

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

During the school year, the hours of operation are Monday–Friday, 8:00 am–5:30 pm. For after hours care undergraduate day students may contact High Point Family Practice at 336-802-2040. High Point Family Practice is located at 905 Phillips Avenue in High Point. For emergencies, students are asked to go to the local emergency room at High Point Regional Health System.





Student Health Services by Cornerstone Health Care offers the following services:

- Medical examination and treatment of illnesses and injuries;
- Monitoring and management or referral of some chronic conditions such as diabetes and asthma;
- 24 hour nurse phone triage service;
- Cardio-pulmonary resuscitation training for select HPU groups;
- Health and wellness examinations, including women's health;
- Access to High Point Family Practice (billable to individual's insurance);
- Simple medical procedures such as suturing and cryotherapy;
- Routine immunizations (billable to student account);
- Flu shots (billable to student account);
- Laboratory testing and pathology (billable to student account or insurance);
- Prescriptions dispensed at Clinic (to be billed to student account or insurance)

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

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

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

primary health insurance plan and wish to decline student health coverage. International students studying with an F1 or J1 visa are required to purchase the student health plan.

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

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

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

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

International Student Services

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

Residence Halls

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

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

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

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

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

Security

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 50 blue (CARE) security phone towers, an expanding closed circuit television system with over 800 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.

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

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

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

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

RD on Duty. The Resident Director on Duty is available 24/7 by calling (336) 880-4409. The Resident Director is on campus and available to assist with any situation.

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

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



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

Transportation Services

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

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

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

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

Student Activities

High Point University encourages student involvement because almost every national study of student success has concluded that such involvement contributes to personal development, student persistence, and graduation. The Assistant Vice President for Student Life at High Point University is responsible for creating an engaging environment for students through the Student Activities Office and the HPU Recreation Experience (HPU Rec). However, holistic learning opportunities extend beyond organized events and extraordinary facilities. From kiosks offering complimentary refreshments, to daily live music in the café, students are surrounded by the values of generosity, service, fellowship, respect, and more. The following descriptions highlight some of the resources and opportunities students have to participate in a variety of campus activities, including more than 90 campus organizations.

Religious Life

The Chapel and Religious Life Office encourages the development of faith, spiritual formation, and interfaith understanding among students, faculty and staff. When classes are in session, Hayworth Chapel is open weekdays for personal devotion, and hosts ecumenical worship services each week. The Minister to the University, in conjunction with the Office of Student Life, is in charge of religious activities on campus.

The weekly worship services on Wednesday at 5:30 are student-centered: the Board of Stewards, a student organization, assists the Minister to the University in planning the weekly services; the Chapel Choir, a scholarship choir, performs regularly; and fraternities, sororities and other campus organizations serve as worship leaders on a rotating basis. Academic credit may be received for participation in designated programs (see REL 1019, 1020 and 1021 Christian Worship).

Catholic Mass is held every Sunday night at Hayworth Chapel at 9 p.m.

Students can also get involved in a variety of religious organizations within and beyond the Christian faith, including Hillel (Jewish), Interfaith United, Catholic Campus Ministry, and more.

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

www.highpoint.edu/religiouslife

Facebook: hpuchapel

Twitter: @hpuchapel1

Instagram: hpuchapel

Cultural Programs

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



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

Students may follow the Concierge in several ways:

web: www.highpoint.edu/concierge

Facebook: HPUconcierge

Twitter: @HPUconcierge

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

Campus Engagement. The Office of Campus Engagement and Student Activities, along with the Campus Activities Team (C.A.T.), implements a full calendar of events designed for student interaction and fellowship. Programs include Bingo nights, karaoke, comedians, small concerts, and movie showings in the state-of-the-art Extraordinaire Cinema located in the R. G. Wanek Center. Student Activities also hosts showcase events including the Activities Fair, Derby Day, and Halloween Fest. Students can connect with C.A.T. in several ways:

Email: activities@highpoint.edu

Facebook: hpucat

Twitter: @hpucat

Instagram: hpucat

Slane Recreation Center. High Point University Recreation Services (HPURec) offers a variety of fitness, wellness, outdoor and athletic opportunities for all students. The Slane Student Center is home to the HPURec Office, the Fitness Center, Group Exercise classroom, and multipurpose basketball courts. The campus has five outdoor heated pools with spas. Students may also enjoy swimming, racquetball and tennis in the Millis Athletic and Convocation Center as well as sand volleyball and outdoor basketball courts located around campus. In addition to Slane, there are eight other fitness facilities located within residential facilities

throughout campus. HPURec offers an active intramural sports, group exercise and activities calendar as well as opportunities for adventure with HPU Outdoor Discovery. The HPU Outdoor Discovery Program includes a dynamic Challenge (Ropes) Course located at the HPU Estate, a 20-acre country retreat located just minutes from campus. The Challenge Course is designed to develop communication, problem solving and leadership skills through a series of challenging high and low ropes components. The course also features a 500 ft. zip line, 40 ft. rock climbing wall, team building laser tag course and a series of hiking trails. Complimentary transportation to the HPU estate is provided through the HPU Rec office. Students may connect with HPU Recreation in several ways:

Email: rec@highpoint.edu

Facebook: HPU Recreation

Twitter: @HPUREC

Instagram: HPUREC

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

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

Club Sports. Club sports within the intercollegiate athletics program include baseball, men's and women's basketball, equestrian, women's field hockey, men's and women's golf, men's ice hockey, men's and women's lacrosse, men's and women's rowing, running, men's and women's soccer, softball, men's and women's swimming, men's and women's tennis, and men's and women's volleyball.

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 Delta Theta, a Christian service sorority, Alpha Phi Omega, the nation's largest Greek-letter organization, Big Brothers/Big Sisters, the Bonner Leader Program, Civitan, and Habitat for Humanity.

Fine Arts. Organizations for students interested in the fine arts include the Art Club, the Chapel Choir, Genesis Gospel Choir, the Off Beats, Panther Pictures (film), the Petal Points, The Toccatones, and the University Singers. Academic credit may be earned for participation in campus theatrical productions and campus choirs.

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

Professional Organizations and Honor Societies.

Professional student organizations include Alpha Chi; Alpha Kappa Delta; Alpha Kappa Psi; Alpha Phi Sigma; Alpha Psi Omega; American Chemical Society; American Humanics; Art Club; Beta Beta Beta; Biology Majors Club; Council for Exceptional Children; Delta Mu Delta; Enactus; Entrepreneurship Club; Exercise Science Club; French Club; Health Occupation Students of America; High Point Broadcasting Society; History Club; HPU Sports Link; Interiors and Home Furnishings Club; Investment Club; Kappa Alpha Psi; Kappa Delta Pi; Kappa Pi; Lambda Pi Eta; National Association of Black Journalists; National Sportswriters and Sportscasters Association; North Carolina Association of Elementary Educators; Odyssey Club; Order of Omega; Phi Alpha Delta; Phi Sigma Iota; Phi Sigma Tau; Phi Theta Kappa; Phillips School of Business Selling Club; Philosophy Club; Physical Education Majors Club; Physician Assistant Club; Political Science Club; Psi Chi; Public Relations Student Society of America; Sigma Alpha Pi; Sigma Nu Tau; Sigma Tau Delta; Society of Professional Journalists; Sociology and Anthropology Club; Sports Medicine Club; Student Association for Middle Level Educators; Students in Free Enterprise; Teachers of Tomorrow; Theta Alpha Kappa; UNIX User Group.

Religious Organizations. Religious organizations include Alpha Delta Theta, a Christian service sorority; the Board of

Stewards; Catholic Campus Ministry; Hillel; and Young Life College.

Special Interest Groups. A number of special interest groups are active on campus, including: American Marketing Association; Big Brothers/Big Sisters; Black Cultural Awareness; Black Script; Campus Chronicle; College Democrats; College Republicans; Diversity Club; HPU Radio; Inter-Fraternity Council; International Club; Inter-Residence Council; Japanese Anime Club; Model UN; National Panhellenic Council; P.R.I.D.E.; Paintball Club; Panhellenic Council; Panther Pictures; Purple Reign; Petal Points; Spanish Club; Sports Management Association; Student Alumni Council; Students for Environmental Awareness; Toccatones; TWLOHA (To Write Love on her Arms); Video Game Club; Visual Art and Design Club.

Student Government Association. The Student Government Association is composed of an Executive Committee which is the Community Affairs Board, composed of organization presidents and captains of athletic teams, coordinates campus-wide activities and serves as a focus group for the purpose of assessing the quality of campus life; the Student Senate, composed of designated representatives of campus organizations, makes legislative decisions and allocates the budget; the Judicial Board serves as a judicial committee and provides justices for the University's court system.

The president, the executive vice president, the secretary, and the treasurer are elected by day students; the attorney general, the judicial vice president, and the executive vice president are nominated by the elected members of the Executive Council and confirmed by the Student Senate. The executive vice president chairs the Community Affairs Board.

Procedure for Student Complaints

On occasion, a student may have reason to express dissatisfaction with some issue. The basis for a student's complaint may be that an act or situation is objectionable in the view of the student. High Point University provides a process for addressing student complaints.

The High Point University *Procedure for Student Complaints* governs complaints the student puts in writing and submits to a University official. This *Procedure* applies to all undergraduate and graduate students. This *Procedure* ensures timely, fair, and efficient resolutions with the maintenance of individual privacy and confidentiality. This *Procedure* cannot

be used to challenge the finding of the Executive Committee, a standing committee whose decision is final. Furthermore, this procedure is not intended to address complaints regarding sexual assault or misconduct. Please see the Sexual Misconduct Policy to file a report of this nature.

Informal Resolution of a Complaint

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

Formal Resolution of a Complaint

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

Student Complaint Form

A student submits a *Student Complaint* form through the following url: https://publicdocs.maxient.com/reportingform.php?HighPointUniv&layout_id=3. When submitted, the complaint is routed to the Assistant Vice President for Student Life. The *Student Complaint* form should be submitted immediately, if possible. The complaint must be submitted by the end of the semester in which it arises because this will ensure the availability of all parties involved in the complaint. When completing the *Student Complaint* form, the student is expected to write about each of the following factors as it relates to the complaint:

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

Facilitation of a Written Complaint

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

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

In order to remain in compliance with consumer disclosures and as required by federal regulations under 34 CFR 600.9, the following link is provided to allow students the option of filing a formal complaint with the N.C. Department of Justice, Consumer Protection Division if they feel an injustice against them has occurred. Please visit <http://ncdoj.gov/Consumer.aspx> or call (877) 566-7220.
- **Parking**
Chief of Security, North College
- **Residence Life**
Senior Director of Student Life, Slane University Center
- **Sexual Harassment**
– Student to Student: Vice President for Student Life, Slane University Center
– Student to Faculty/Staff Member:
Director of Human Resources, Roberts Hall
- **Student Accounts/Billing**
Director of Student Accounts, Roberts Hall
- **Student Conduct Code Violation**
Assistant Vice President for Student Life, Slane University Center

Timeline for Responding to a Complaint.

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

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

Maintenance of Student Complaints.

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

Appeals

Students have the right to question a decision based on faculty approved policies and made by faculty or administrative staff. Any appeal must be based on evidence that a factual or procedural error was made or that some significant piece of information was overlooked. All appeals must follow the outlined procedures in order to receive fair consideration.

Classes of Appeal

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

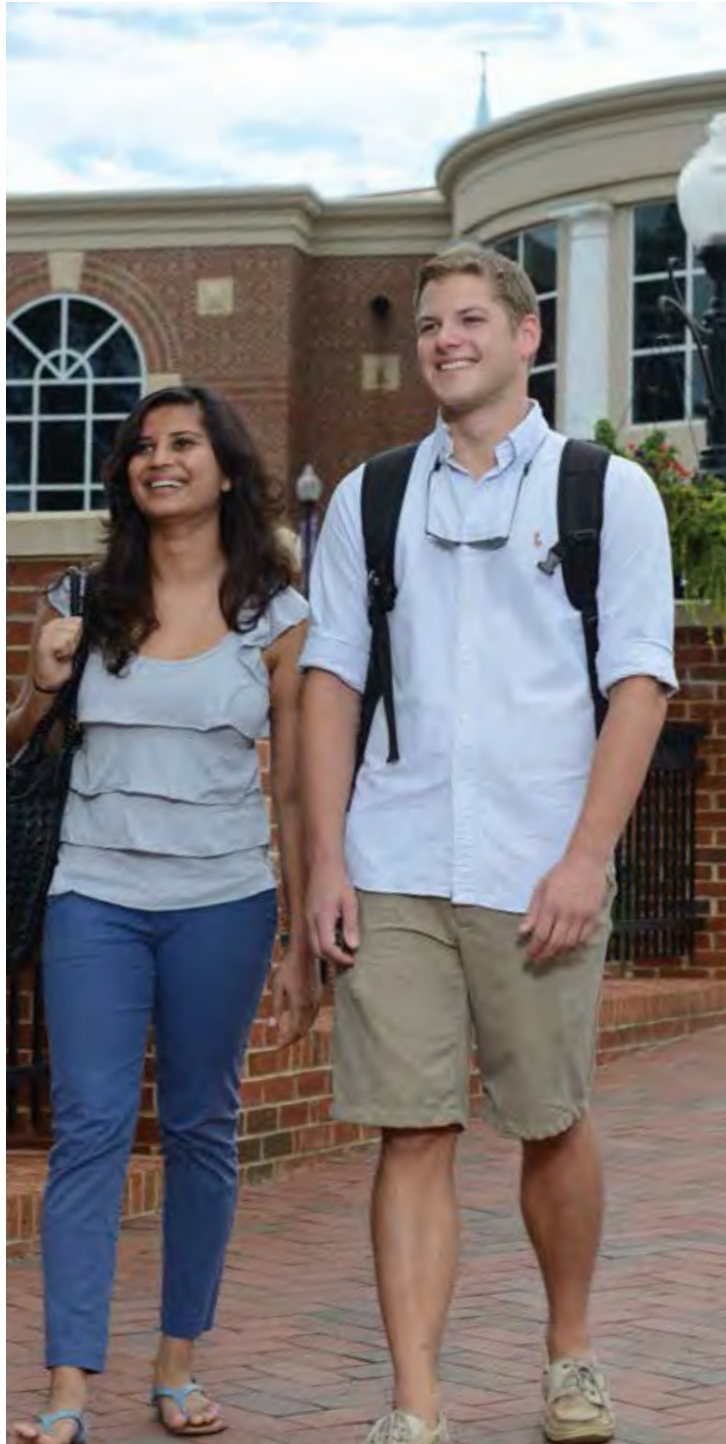
- a. Appeal of administrative action: A student may appeal to the Executive Committee a Assistant Vice President for Student Life after all other prescribed appeal procedures have been exhausted. The Executive Committee is composed of a minimum of four staff officers and four faculty members. The decisions of the Executive Committee will be considered final and become effective upon ratification by the Chair.
- b. Grading decision: Students who wish to appeal a grade awarded by a faculty member should discuss the matter first with the faculty member. If a satisfactory conclusion of the question is not reached, a student may appeal the matter to the department chair. The decision of the department chair is final.

Time Limitations

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

Format of Appeals

All appeals must be made in writing to the appropriate officer. A basis for the appeal must be clearly stated, and evidence in support of the appeal must be included in the appeal. Appeals directed to the Executive Committee should be addressed to the chair of the Executive Committee.





Academic Program

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Academic Standing

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

Graduation Standard

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

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

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

	Academic Good Standing	Probation	Ineligible
Freshmen (28 or fewer credits)	GPA 2.0 or higher	GPA 1.70 – 1.99	GPA less than 1.70
Sophomores (29 – 59 credits)	GPA 2.0 or higher	GPA 1.80 – 1.99	GPA less than 1.80
Juniors (60 – 95 credits)	GPA 2.0 or higher	GPA 1.90 – 1.99	GPA less than 1.90
Seniors (96 or more credits)	GPA 2.0 or higher	n/a	GPA less than 2.0

When a student is placed on academic probation, he or she will have two consecutive semesters (summer terms excluded) to return to academic good standing (cumulative GPA of 2.0 or higher). **NOTE:** If a student becomes academically ineligible during such time, the two semester rule does not apply. Students failing to achieve academic good standing will be automatically academically ineligible the following semester.

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

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

Readmission

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

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

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

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

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.

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

Advising

Each incoming freshman is assigned to a Freshman 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 freshman success coach and faculty advisor offer advice and counsel in planning a course of study and in general orientation to High Point University. Students who need to change their advisors should contact the Office of Academic Services.

Drop-Add

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

Overloads

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



Requests for exceptions to this rule 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. 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 fees to the host campus. The student pays tuition 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 or summer sessions. 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 eleven degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Science in Business Administration (B.S.B.A.), Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Physician Assistant Studies (M.P.A.S.), Master of Science in Athletic Training (M.S.A.T.), Doctor of Education (Ed.D.), Doctor of Pharmacy (Pharm.D.).



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

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

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

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

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

Degree Requirements

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

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

1. The General Education Requirements;
2. The Major Area of Study;
3. A minimum of 128 credits exclusive of developmental courses;
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 Credit/No Credit courses in the major if those courses are not used to satisfy the major requirements.

General Education (Core) Requirements

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

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



University Core			
Subject Area	Reference Code*	Courses that Satisfy Subject Area Requirements	Total Credits
Written Communication Skills	[W]	ENG-1103 or ENG-1101 + ENG-1102	4
Language Skills	[F]	One foreign language course at the 1020-level or higher (Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, or Spanish, beginning at placement level as determined by the Department of Modern Foreign languages)	4
Quantitative Reasoning	[Q]	One course in Mathematics, MTH-1110 or higher	4
Ethical Reasoning	[E]	One course from: PHL 2008 REL-2015 REL/PHL-2019 PHL 2010 PHL/WGS 2016 PHL-2043 PHL 2013 PHL-2017	4
First Year Seminar	---	Any FYS-1000 course	4
President's Seminar/Health and Wellness Colloquia	---	EXP-1101	1
PEC Activity	---	Students must either complete an approved physical education activity course or participate for one season in an inter-collegiate or club sport.	1
Area I Electives: Humanities and Art			
Performing or Visual Arts	[A]	One course from: ART-1020 ART-2220 THE-1401 ART-1021 ART-2888 THE-1500 ART-1050 ART-3680 THE-1710 ART-1060 ART-3850 THE-1720 ART-2050 MUS-1000 THE-1730 ART-2080 MUS-1600 THE-1740 ART-2090 MUS/GBS-3650 THE-2400 ART-2120 THE-1000 THE/GBS-3550	4
Literature	[L]	One course from: ENG-2200 ENG-2230 ENG/GBS-3299 ENG-2217 ENG-2239 ENG-3720 ENG/WGS-2220 ENG-2249 ENG-2225 ENG/WGS/GBS-3298	4
History	[H]	One 1000- or 2000- level course (except HST-2901 and HST-2205)	4
Religion	[R]	One course from: REL-1001 REL-2001 REL-2037 REL-1002 REL-2003 REL/WGS-3007 REL-1003 REL-2004 REL-3028 REL-1004 REL-2006 REL-3033 REL-1005 REL-2020 REL-3034 REL-1006 REL/PHL-2021 REL-3035 REL-1007 REL-2022 REL/GBS-3332 REL-1008 REL-2023 REL-1009 REL-2036	4
Area II Electives: Natural and Social Sciences			
Natural Science with Laboratory	[N]	One course from: BIO-1100 CHM-1010 PHY-1000 BIO-1120 CHM-1510 PHY-1050 BIO-1399 CHM-1616 PHY-1100 BIO/EXS-2060 ENV-1110 PHY-1200 BIO/EXS-2070 NSC-2100 PHY-1510 CHM-1000 NSC-2200 PHY-2010	4
Social Science	[S]	Two courses from two different departments: ECO-2030 PSC-2710 SOA-1020 ECO-2050 PSY-2000 SOA-2450 PSC-2310 SOA-1010	8

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

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

Maturity Requirement

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

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

Global Studies Requirement

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

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

Grading

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

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

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

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

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

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

I (incomplete) is the grade given because the instructor determines that a student is unable to complete the requirements of a course due to illness, emergency, military service, or other reasonable cause. In such cases, the student may request in writing that the instructor assign a grade of "I" for the course. If the instructor approves the request, the instructor will complete an Incomplete Grade

Contract specifying the completion date. The completion date 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". An Incomplete Grade Contract cannot be extended for more than one additional semester and requires the approval of the instructor, department chair, and dean. Even with an extension, the incomplete grade may not continue for more than one academic year after which a permanent grade of "F" will be recorded for the course. A student cannot graduate with an incomplete grade on his or her transcript.

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

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

NC (no credit) is the grade to indicate unsatisfactory work in a course in which letter grades are not granted. Hours attempted are not charged.

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

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

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

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

Ungraded Course Option

Credit/No Credit

Some courses at High Point University are mandatory Credit/No Credit courses. The limitations listed under the ungraded course option do not apply to mandatory Credit/No Credit courses. Students in their sophomore through senior years may opt to take a limited number of graded courses on an ungraded or Credit/No Credit basis. The ungraded option will not affect the GPA.

The ungraded option is subject to these guidelines:

1. No ungraded 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 Credit/No Credit status may not be changed to a letter grade after the add period.
5. Credit for the course is equivalent to the letter grade of D- or better.

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 grade letters: A course graded A shall count four quality points for each semester hour; A- shall count 3.7; B+ shall count 3.3; B shall count 3.0; B- shall count 2.7; C+ shall count 2.3; C shall count 2.0; C- shall count 1.7; D+ shall count 1.3; D shall count 1.0; D- shall count 0.7; and F shall count 0. All hours attempted are considered in determining averages, with the exception of those courses graded W, CR, and P. Quality points are assigned only to course grades attained at High Point University.

Attendance

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

1. Attendance policy shall not include or involve any reduction of the final grade in the course solely for non-attendance.
2. Before a student is dropped for non-attendance, the instructor shall give notification as a warning to a student that he/she is in danger of violating the attendance requirements. Such notification shall be timely (at least one absence before the limit is reached) such that a student may have adequate opportunity to meet the attendance requirements, make an appeal to the instructor, or withdraw from the class.
3. A copy of the notification of warning to a student shall be given to the student's advisor.

4. The following grades apply to a student dropped from a course by an instructor for reasons of non-attendance:

W — a student dropped from a course before the withdrawal date set by the University

WA — a student who is passing the course and is dropped from the course after the withdrawal date set by the University

FA — a student who is failing the course and is dropped from the course after the withdrawal date set by the University

5. Written notice of an instructor's attendance policy must be provided to each student in every class. Such policy must be on file with the Provost.

Inclement 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 Emergency Preparedness & Safety, weather conditions are deemed too risky for students, faculty, and staff.

Course Repeat Policy

- Students may only repeat courses for which a grade of C- or lower was received.
- Unless otherwise noted in course descriptions, a student will be allowed to repeat a course only once without incurring the penalty of additional hours attempted in the calculation of the cumulative GPA.
- In the instance of a course repeated for the purpose of grade replacement, the original grade for the course and the repeat grade will both be shown on the student's transcript.
- The course will be counted only once for hours attempted and for credit with the higher of the two grades used in the calculation of the GPA.
- Any course repeated more than once will incur additional hours attempted in the GPA calculations.
- Should a student receive the grade of F because of an Honor Code violation, the provisions above do not apply, and any subsequent course repeat will incur additional hours attempted in the calculation of the grade point average.



- If a student wishes to replace a grade, the course must be repeated at High Point University.
- Students who receive federal financial aid must comply with the federal guidelines for repeating courses. Please see the Financial Planning section of this Bulletin for additional information.

Grade Schedule

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

Grades for all freshmen and unsatisfactory grades (C-, D, and F grades only) for all upperclass students are forwarded to the academic advisors at mid-term. Those students who have unsatisfactory grades at mid-term should contact their advisor to discuss ways to improve their academic performance.

Academic Records

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

Academic Credit

Calendar

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

Credit by Examination

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

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

A maximum of 32 credits may be earned by such examinations. If a student earns a significant number of credits through examination, no more than eight (8) of these credits will be applied to any given semester. For example, if a student earns 16 credits through examination, he or she could

apply 8 credits to the fall semester and 8 credits to the spring semester, but not all 16 credits to one semester.

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

1. Prior to taking the examination, the student must complete a Credit by Examination Application (available in the Office of the University Registrar). This application is submitted to the chair of the department offering the course. Each department will determine whether or not specific courses are appropriate for university-administered challenge. After authorizing a challenge, the chair will forward the completed form to the Office of the University Registrar, and the non-refundable challenge examination fee of \$150 will be added to the student's account.
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 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 (AP, IB, SAT II), duplicate credit will not be awarded.

AP/IB score equivalencies for the 2015–2016 academic year can be viewed at www.highpoint.edu/registrar/. The AP/IB course content and scores are reviewed annually for updates.

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.

Transfer Credit—Returning Students. A student who is readmitted after leaving High Point University because of academic ineligibility may transfer credit to High Point Uni-

versity from another academic institution only if the student's grade point average at this institution is 2.0 or higher, and only with the approval of the Admissions Committee.

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

Dual enrollment is not permitted.



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

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.

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

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

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

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

Withdrawal from the University

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

Leave of Absence

Students who are not on academic or social probation who wish to leave the University temporarily for academic, medical, religious or military-service reasons may request a Leave of Absence for a specified period of time. Medical leaves will only be granted for one of the following: fall term or spring term. Other types of leaves may be approved for up to one academic year. Leaves planned in advance must be requested at least three weeks before the beginning of the term during which the student wants to be absent from HPU. Requests for unplanned (i.e., health-related) leaves must be made immediately and are not considered retroactively. Reinstatement is contingent upon good conduct in the interim and, if studying at another college or university, an acceptable academic record. 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 26 of the last 32 credits at High Point University (i.e., no more than 6 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.

Application for Graduation

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

Catalog of Record

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

Commencement

Formal graduation exercises are held each year at the close of the spring semester. Students who complete



the graduation requirements at the close of the summer or fall semester will receive their diplomas at the annual Commencement program scheduled the following May.

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, 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. A minimum of 32 credits beyond those earned for the first degree must be completed.
7. All course work must be completed at High Point University.
8. Departments reserve the right to determine if course work for the second degree completed previously meets current requirements.
9. 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. 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 or in person at the Office of the University Registrar.

- Mailed or Electronic: Through the National Student Clearinghouse, current and former students can request electronic transcripts in the form of a PDF or mailed paper transcripts. The charge for PDF or USPS mailed transcripts is \$5.00 per transcript. Additional charges apply for express mailing via FedEx.
- 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.
- 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. These orders are printed on security paper and officially sealed in an envelope while you wait. If you wish to authorize someone other than yourself to pick up a transcript during business hours, 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>.





Academic Honors

Dean's List

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

Degrees with Honors

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

Departmental Honors

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

- A student may elect this option at the beginning of the junior year and, in some cases, at the beginning of the senior year.
- 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.
- 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.



- 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.

All University Honors

The High Point University Honors Program offers a series of enriching, challenging, and intellectually stimulating learning opportunities—both curricular and co-curricular—for academically superior students. While honors courses are open to all High Point University students, those not in the Honors Program must obtain permission of the course instructors.

To be admitted to the Honors Program:

- Incoming freshmen will be invited to apply to the Honors Scholar Program if they possess a high school GPA of 3.45 or higher and a Verbal/Math SAT score of at least 1250 or ACT score of at least 28.
- Current students who possess a minimum cumulative GPA of 3.45 or greater may apply to the program by February 1 of their freshman year or October 1 of their sophomore year. Applications are available by contacting the Honors Scholar Program office.
- Incoming transfer students who possess a cumulative GPA of 3.45 or greater may apply for admission to the program.
- Recommendation for program admission will be based on the review of all application materials by the Honors Scholar Program committee.

To continue in the Honors Program:

- Maintain a minimum cumulative GPA of 3.45.
- If a student's GPA drops below 3.45, he/she will be placed on membership probation for one semester. If his/her GPA remains below 3.45, he/she will no longer be eligible to remain in the program.
- Take at least one honors course during each academic year until completion of program requirements.
- The student may receive 4 honors credits for Study Abroad experiences with the permission of the program director. Guidelines for earning honors status for those Study Abroad hours are available from the Honors Director and arrangements for credit must be made prior to studying abroad.

Graduation Requirements for All University Honors

To be designated a graduate with All University Honors, the student must:

- a. Achieve a minimum cumulative GPA of 3.45.
- b. Complete a minimum of 32 credits of honors courses. No more than 16 credit hours of honors courses may be taken at the 1000 and 2000 level. Students may enter into honors contracts for up to 8 credits of coursework in the 3000 or 4000 level. All honors courses must be taken on a graded basis (i.e. no pass/fail).

Honor Societies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Junior Marshals

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

1. All full-time continuing students having junior status (i.e., having earned between 60 and 95 credits and having attended High Point University for a minimum of three semesters) are eligible for consideration as Junior Marshals.
2. The effective date at which the credit total will be determined is the end of the spring term each year.

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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.

Office of Academic Services

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

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

Academic Advising

Each incoming freshman is assigned to a Freshman 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 freshman success coach and faculty advisor offer advice and counsel in planning a course of study and in general orientation to High Point University.

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

Tutoring and Supplemental Instruction

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

Disability Support

The Office of Academic Services also provides disability support for students with approved accommodations. It coordinates accommodations for students with a documented disability. To receive accommodations, the student must declare his or her disability and provide current documentation of psychological assessment to the Director of Disability Support in a timely manner.

The disability support staff also provide testing accommodations, assistive technology, mentoring, time management and organizational skills development, and other academic support services.

Learning Excellence

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



ADV 1101–Foundation for Academic Success

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

The Office of Student Success

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

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



designed to promote academic, personal, and social/emotional success, engagement, and retention of first-year students.

Provisionally Admitted Students

Entering freshmen accepted on provisional status are admitted to the University on academic probation and must enter through the Summer Experience Program. They will be required to successfully complete the Summer Experience 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 Experience. 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 Experience Program will be required to enroll in the Learning Excellence Program for the fall semester and meet those program requirements (tutors, study hall, conferences, etc.). These students will enroll in a reduced course load in the fall semester of 13-14 credit hours. In order to be a student in good standing, at the conclusion of the fall semester, the student must earn a cumulative GPA of 2.0 or better and complete 12 or more credits. Students with less than a cumulative 2.00 GPA will remain on provisional status and academic probation and will be required to re-enroll in the Learning Excellence Program for spring semester and be required to repeat courses as appropriate. To exit the



program and be removed from academic probation status the student must earn a cumulative GPA of 2.0 or better on 12 or more credits during the fall semester.

Summer Experience

Summer Experience gives students the opportunity to jump-start their academic career by gaining eight credits toward graduation before their freshman year officially starts. Summer Experience helps students build a strong academic foundation while at the same time acclimating them to the many social, recreational, and service opportunities available at High Point University. Participating students improve their time management skills, discover how to use different learning styles effectively, and become acquainted and comfortable with the High Point University community as they network with their peers, Freshman Success Coach, and academic professors. For more information about the Summer Experience Program, please visit <http://www.highpoint.edu/summerexperience/>.

Experiential Learning

Experiential Learning provides students with a rich array of real-world experiences that enhance academic, life skills, and career development. High Point University offers a comprehensive Experiential Learning program, including service learning, study abroad, study America, domestic and international internships, externships, career counseling, and student-faculty collaborations on research or creative works. These programs are designed to stimulate students to think critically, reflectively, and creatively, while also cultivating their abilities as leaders, innovators, and responsible citizens.

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. Students will learn to synthesize knowledge from the theory of the course and the practical service experience to reflect on their role in civic life.
6. Foster in students the ethical reasoning skills they will need through practices that require first-hand service and leadership in their communities.
7. Demonstrate commitment to understanding and addressing the challenges facing the Piedmont Triad.
8. Develop students' understanding of diversity through engagement with people who are different from them.

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

For more information about Service Learning, contact Rev. Joseph D. Blosser, Ph.D., Robert G. Culp Jr. Director of Service Learning and Assistant Professor of Religion and Philosophy at jblosser@highpoint.edu.

Study Abroad/Study America

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 some form of cultural broadening program beyond the campus of the University.

A study abroad or study America program may be undertaken by students to satisfy the following broad objectives:

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

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

To begin the process, students interested in studying abroad through an HPU program or an unaffiliated program will meet with the Office of Study Abroad, 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.

For more information about any Study Abroad or Study America program, please contact the Office of Study Abroad.

Full-Semester and Summer Study Abroad. High Point University is affiliated with institutions in the following countries for full-semester and/or summer study abroad:

Argentina, Australia, Austria, Czech Republic, Ecuador, Fiji, France, Germany, India, Italy, Japan, Russia, South Africa, Spain, and the United Kingdom.

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

HPU Global Experience Study Programs. High Point University offers short-term study programs that allow students and faculty to travel together to destinations that

are closely connected with specific High Point University courses. The programs last ten days to four weeks and are open to all qualified students as early as the summer of 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.

Recent programs have included Cross-Cultural Psychology, Biodiversity of Ecuador and the Galapagos, The Grand Tour in Italy: Drawing and Art, Learning from the Masters, Shakespeare in Performance, Planet Girth: The Cultures of Health and Fitness, and Cutting-Edge Exercise Physiology.

Foreign Language Study Abroad Programs. Students who wish to study foreign language while studying abroad may participate in either full-semester, summer or short-term options. Programs are available in French, German, Italian, Japanese, Russian, and Spanish. Summer programs are available in French, Italian, Russian, and Spanish.



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

Study Abroad Policies. Students who wish to participate in a full-semester study abroad program must meet the minimum academic requirements, including a minimum GPA of 2.75 and the completion of two semesters at High Point University. Students participating in a Global Experience program must have a minimum GPA of 2.0 at the time of application and at the time of departure.

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

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

Credit hours for courses taken abroad are determined by the HPU Registrar and the Office of Study Abroad.

Unaffiliated Programs. For High Point University to recognize the credits completed abroad, the university must be accredited to the standards required by HPU and students must earn at least a grade equivalent to a C in the U.S. HPU will not accept credit for courses with grades of C- or below. 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 Study Abroad at or before the time of application.

Due to the terms agreed upon in HPU affiliation agreements, HPU students cannot apply directly to a program for which HPU 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, HPU students cannot study abroad on an unaffiliated program during their senior year. HPU students must earn the last 32 credits of their degree from HPU or an affiliated study abroad program.

HPU strongly discourages enrollment in programs in areas under U.S. Department of State Travel Warnings.

HPU 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.

Career and Professional Development and the Internship Resource Center. Located on the main floor of the Cottrell Hall, the Office of Career and Professional Development and the Internship Resource Center offer a variety of professional development and career-related services to HPU students from the moment they arrive on campus as first-year students. Comprehensive services include: individual career counseling, exploration of majors/minors and related career options, administration and interpretation of career-related self-assessments, tips for researching internship opportunities, developing professional resumes and cover letters, preparing for interviews, acquiring successful networking strategies, and planning for post-graduation careers or graduate/professional school.

In addition to individual appointments, the staff of the Office of Career and Professional Development and the Internship Resource Center offer 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, creating LinkedIn profiles, developing a personal brand, and preparing for telephone and face-to-face interviews. In addition, a team of trained Peer Career Advisors assists with outreach, 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 find themselves much better prepared to tackle internship and career searches. 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.

Externships. Externships are a formalized approach to job shadowing and informational interviewing. EXP 1401 (Externship) is open to freshmen and sophomore level students who wish to become more familiar with career fields of interest while earning one or two academic credits. There is a classroom component to the externship and the course is taught by a Career & Internship Services staff member.

Students may choose to complete a 1- or 2-credit externship experience with a classroom component and 20 on-site contact hours required for each credit.

EXP 1401, 1402. Externship. 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 with 16–59 credits at the start of the term, and is graded Pass/Fail. One or two credits.*

Policies Relevant to Externships:

- Applicants for externship experiences must be full-time, degree-seeking High Point University students in good disciplinary standing.
 - By the start of the externship term, applicants must have at least 16 credits completed at HPU and no more than 59 credits completed overall.
 - Applicants 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).
 - Applicants must gain permission from the instructor.
 - During the term of externship, a time log must be kept of each site experience, signed by the site supervisor, and submitted each week to the Office of Career and Professional Development and the Internship Resource Center.
 - To qualify as an externship site, hosts must meet the criteria established by the Office of Career and Professional Development and the Internship Resource Center. See Career & Internships website for a list of site host criteria.
- On-site visits for externships 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 not eligible to complete an internship for academic credit until they have earned 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 do not yet have 60 credit hours, please refer to our Externship program.

Having completed a substantial portion of their academic program, juniors and seniors are ready to learn practical skills from a workplace setting and also ready to contribute. Internships are graded on a P/F basis. Students may earn 3–12 credits for an internship and are required to work 40 on-site contact hours per academic credit earned. However, some schools & 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 spring, summer, or fall semester. Students planning to complete a credit-bearing internship during the summer must register for the first summer session of summer school and are charged accordingly. The internship course is numbered at the 4000 level within the academic department of study and the approved internship application/contract becomes the course Syllabus.

General Policies Relevant to Internships (reminder: 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 any major or minor.
- Up to six credits may be applied toward elective credits in the major with the department's permission.
- During the term of the internship, an electronic weekly time log must be kept and submitted.



- Summer internships may be graded IP until the required contact hours are completed and the internship is graded; a maximum of six weeks beyond the end of term of enrollment will be allowed for grade submission.
- Any modifications to the internship application/contract must have the proper prior approval.

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 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 awards grants to students to travel to present their work at conferences, hosts the annual High Point University Research and Creative Works Symposium (High-PURCS), publishes a competitive undergraduate journal, and coordinates two summer research programs. More information on these programs can be found on the URCW website, www.highpoint.edu/urcw.

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

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.*

EXP 4999—President’s Seminar for Seniors. This course is designed to provide students with a focus on the transition from university to the work world and the skills to succeed in today’s society. Students will attend a series of seminars offered by the president of High Point University. *Restricted to seniors. 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.*

Library Resources

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

Smith Library

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

circulation services, reserves and a current magazine/journal collection. The Third Floor Quiet Study is a place where students can find a quiet study area and browse the bulk of the book collection. The Fourth Floor houses the Office of Academic Services.

The library provides access to a wide range of online resources for our students. Students and faculty have access to 200 databases in a variety of subjects. 51,000 online periodical titles and 320,000 eBooks are included in this content. All of the library materials, physical and digital, can be searched and viewed via the library web catalog which searches university-owned content as well as content at libraries and archives from around the world.

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

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

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

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

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

Library Services

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

Media Services at Smith Library provides multi-media services to individuals, classes and groups at the University. Media Services can help students prepare presentations, houses a large media collection that contains instructional media used by professors to augment classroom instruction, and is home to a popular movie collection. Printing and other professional finishing services are also available to students, faculty, and staff.

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

Librarians are on the Web—The High Point University community has access to librarians 24 hours a day and 7 days a week, in person, online via the chat widget on the Library home page, or by text to 336-289-9974. All online resources are accessible on the web for students, faculty and staff and seamless off-campus access is available to those with a High Point University email username and password. You can access information resources, the online book catalog, a listing of our online and paper copies of journals and other general information about the library on the library's website: <http://www.highpoint.edu/library>.

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

Special Academic Programming

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. Undergraduate students may propose a program and offer appropriate and proper documentation to the Committee on Individualized Majors, which will determine acceptance on the submitted program's merits. If accepted, the student will be assigned an advisor and assisted in working out a contracted individualized major. Any major program for which a proper pattern of studies exists at High Point University will be considered.

The individualized major must: (a) fulfill the General Education Requirements; (b) be a coherent and integrated program of study; (c) be limited to those studies that can be supported by the educational resources of the programs of High Point University, including internships, independent studies, study abroad programs, and work within the Greater Greensboro Consortium; and (d) be academic and experiential work fulfilled predominantly under the guidance of the Committee on Individualized Majors.

Students wishing to pursue this major option should consult the Director of Individualized Majors, Dr. James W. Stitt.



Independent Study

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

Independent Study Guidelines

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



Directed Study

1. A student interested in a Directed Study should initially consult with his/her academic advisor.
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. Directed Study may not be used to repeat a course.
4. Students must have a minimum of a 2.0 grade point average to enroll in a Directed Study.
5. Introductory courses and courses offered every semester are not available as a Directed Study except by special permission of the appropriate College/School Dean and the Provost.
6. 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).
7. 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.
8. A Directed Study must be taught by a full-time faculty member. The original syllabus of the course will be followed.
9. 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.
10. Directed Study applications must be approved by the academic advisor, supervising instructor, chair of the department of the independent study course, the chair of the student's major department, and the Dean of the college or school of the student's major.
11. The course will not be entered on the student's record until the Office of Student Accounts has received tuition payment.

Cooperative Programs

Engineering Programs: High Point University/Vanderbilt University & High Point University/Virginia Tech
(Advisor: Dr. Martin Dewitt, *Department of Physics*)

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

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

Students will apply to Vanderbilt University or 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 Vanderbilt University School of Engineering or the Virginia Tech School of Engineering. Completion of the course work at Vanderbilt University or 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 Vanderbilt University or 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).



Art Therapy

(Advisor: Mr. Scott Raynor, *Department of Art and Graphic Design*)

Students interested in pursuing a career in Art Therapy are advised to complete a B.A. in Studio Art with broad exposure to a variety of media, and a minor in Psychology with an emphasis in clinical classes. This course work is generally considered the foundation needed for a successful application to a graduate program, however, students are always encouraged to consult the specific prerequisites of the schools to which applications are made. Applicants should expect to take the Graduate Record Exam (GRE) as part of the application process.

Bachelor of Art in Studio Art consists of 52 credits while the minor in Psychology is 20 credits. The specifics of each of these programs may be found in this Bulletin under the corresponding departments.

Athletic Training

(Advisors: Dr. Tony Kemerly, *Department of Exercise Science* & Dr. Jolene Henning, *Department of Athletic Training*)

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

Dentistry

(Advisors: Dr. Neil Coffield & Dr. Kelli K. Sapp, *Department of Biology*)

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

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

Required Courses (for admission to schools of dentistry)

Credits

English Composition and Literature.....	8-16
BCH 3220. Biochemistry.....	3
BIO 1399. Introduction to Biological Principles and Literature	4
BIO/EXS 2070. Human Anatomy*	4
BIO 2120. Organismal Biology II: Zoology*	4
CHM 1010–1020. General Chemistry.....	8
CHM 2510–2520. Organic Chemistry.....	8
PHY 1510–1520. General Physics or PHY 2010–2020. Fundamentals of Physics.....	8

*Recommended or required by some programs

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.

Medicine

(Advisors: Dr. Kelli K. Sapp & Dr. Angela Bauer, *Department of Biology*; Dr. Kyle Sunderland, *Department of Exercise Science*)

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

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

Required Courses (for admission to schools of medicine)

Credits

CHM 1010-1020. General Chemistry.....	8
CHM 2510-2520. Organic Chemistry.....	8
BCH 3220. Biochemistry.....	3
BIO 1399. Introduction to Biological Principles and Literature.....	4
BIO 2120. Organismal Biology II: Zoology*	4
PHY 1510-1520. General Physics or PHY 2010-2020. Fundamentals of Physics.....	8
ENG 1103. College Writing and Public Life.....	4
MTH 1400. Pre-Calculus.....	4

ENG (a literature course)	4
PSY 2000. Introduction to Psychology	4
STS 2020. Introduction to Statistics.....	4
SOA 1010. The Individual in Society.....	4

**If a program recommends a two-semester sequence of basic biology, then students should complete BIO 1399 and BIO 2120.*

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

Ministry

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

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

Physical Therapy/Occupational Therapy,

(Advisors: Dr. Tony Kemerly & Dr. Kimberly Reich, *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:

Credits

Human Physiology	4
Human Anatomy	4
Biology	8
General Chemistry	8
General Physics	8
Psychology	8
Statistics	4
Kinesiology/Biomechanics	4
Exercise Physiology	4

Prerequisites for occupational therapy programs typically include:

Credits

Human Physiology	4
Human Anatomy	4
Introduction to Psychology	4
Abnormal Psychology	4
Lifespan Development	4
Introduction to Sociology.....	4
Statistics	4

Physician Assistant

(Advisors: Dr. Kelli K. Sapp, *Department of Biology*, and Dr. Tony Kemerly, *Department of Exercise Science*)

Students wishing to apply to Physician Assistant Schools will need to consult the specific prerequisites of the schools to which applications are made. Most PA schools will require that applicants have first hand experience in patient care. For example, this requirement may be satisfied by obtaining CNA (Certified Nursing Assistant) or EMT (Emergency Medical Technician) credentials and working as a Nursing Assistant or Emergency Technician. The amount of experience required varies from 150 to 2000 hours. Most PA programs are Masters level programs. Applicants should expect to take the Graduate Record Examination and to hold the Bachelor degree in order to apply to Masters programs. Application may be made to a minority of schools after completion of 60 to 90 credits of course work. All prerequisites must have been completed and each school must be carefully consulted. Prerequisite courses commonly required include:

Credits

BIO 1399. Introduction to Biological Principles and Literature	4
BIO/EXS 2060. Human Physiology	4
BIO/EXS 2070. Human Anatomy	4
BIO 3040. Microbiology.....	4
CHM 1010-1020. General Chemistry.....	8

CHM 2510-2520. Organic Chemistry*	8
BCH 3220. Biochemistry*	3
PSY 2000. Introduction to Psychology	4
PSY 2300. Lifespan Development*	4
PSY 2250. Abnormal Psychology*	4
STS 2020. Introduction to Statistics	4
ATR 1300. Medical Terminology*	1

*Recommended or required by some programs.

Any area of concentration may be chosen as a major, provided the courses required by the PA School are taken. Additional upper level courses in the biological sciences may be required depending upon the program, e.g. Cell Biology, Developmental Biology, Genetics, Immunology.

Engineering

(Advisor: Dr. Martin DeWitt, *Department of Physics*)

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:

	Credits
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 elect CHM 2510-2520 in their second year.

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

Law

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

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

career to develop a plan tailored to the student's interests and the intellectual rigor that will prepare students for the law schools experience. Law schools accept applicants from any major. Prospective law students should take a variety of challenging classes across multiple disciplines, including coursework that develops reading, writing and critical thinking skills.

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:

- BUA 3050. Business Law
- COM 4450. Communication Law and Ethics
- CRJ 2900. Mock Trial
- CRJ 3100. Criminal Law
- CRJ 4300. Crime, Law and National Security
- HST 3211. Case Studies in American Legal History
- PHL 1006. Logic and Critical Thinking
- PHL 3006. Symbolic Logic

Pharmacy

(Advisors: Dr. Buddy Lingle, *School of Pharmacy*; Ms. Britt Carl, *Office of Student Success*)

High Point University anticipates that, pending ACPE approval, students will apply to pharmacy school after satisfactory completion of two years of undergraduate study containing the Professional Core Credits. Because of the variation in requirements for different schools, it is essential for students to consult closely and early with the Pharmacy Advisor. Prerequisites for these programs typically include:

Professional Core Credits

Intro to Biological Principles & Literature	4
General Chemistry I with Lab	4
General Chemistry II with Lab	4
Calculus I	4
Human Physiology with Lab	4
Human Anatomy with Lab	4
Organic Chemistry I with Lab	4
Organic Chemistry II with Lab	4
Microbiology w/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.

Veterinary Medicine

(Advisor: Dr. Kelli K. Sapp, *Department of Biology*)

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

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

	<u>Credits</u>
Composition/Public Speaking/Communications	8
MTH 1410. Calculus I	4
STS 2020 or STS 3200. Statistics	4
PHY 1510-1520. General Physics or PHY 2010-2020 Fundamentals of Physics	8
CHM 1010-1020. General Chemistry	8
CHM 2510-2520. Organic Chemistry	8
BIO 1399. Introduction to Biological Principles and Literature	4
BIO 2120. Organismal Biology II: Zoology*	4
BIO 3040. Microbiology	4
BIO 3050. Genetics	4
BCH 3220. Biochemistry	3
Humanities/Social Sciences	8
Business/Finance	8

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

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

aquarium, equestrian activities). Requirements vary (e.g., NC State requires a minimum of 400 hours of veterinary experience and 100 hours of animal experience.)

Special Topics Courses

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

Summer School

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

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

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

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

COURSES OF STUDY 2015–2016

THE DAVID R. HAYWORTH COLLEGE OF ARTS AND SCIENCES

MAJORS

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

CONCENTRATION AREAS

- Organismal and Evolutionary Biology (Biology Major)
- Molecular/Cell and Biotechnology (Biology Major)
- Health Science (Biology Major)
- Instrumental Studies (Music Major)
- Organ (Music Major)
- Piano (Music Major)
- Voice (Music Major)
- Performance Theatre (Theatre Major)
- Technical Theatre (Theatre Major)
- Dramatic Writing (Theatre Major)
- Collaborative Theatre (Theatre Major)

MINORS

- Anthropology
- Biology
- Chemistry
- Chinese
- Computer Science
- Criminal Justice
- Dance
- Environmental Studies
- French and Francophone Studies
- History
- Human Relations
- Latin American Studies
- Leadership
- Literature
- Mathematics
- Music
- Nonprofit Leadership and Management
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Spanish
- Statistics
- Theatre
- Women's and Gender Studies
- Writing

SCHOOL OF ART AND DESIGN

MAJORS

- Graphic Design (B.A.)
- Interior Design (B.S.)
- Studio Art (B.A.)
- Visual Merchandising Design (B.S.)

MINORS

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



THE EARL N. PHILLIPS SCHOOL OF BUSINESS

MAJORS

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

CONCENTRATION AREAS

- Furniture Industry (Sales Major)

MINORS

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

THE NIDO R. QUBEIN SCHOOL OF COMMUNICATION

MAJORS

- Communication (B.A.)
- Documentary Media (B.A.)

CONCENTRATION AREAS

- Electronic Media Production
- Games and Interactive Media Design
- Journalism
- Media and Popular Culture Studies
- Strategic Communication
- Sport and Event Management

MINORS

- Communication
- Documentary Media
- Event Management
- Sport Management

SCHOOL OF EDUCATION

MAJORS

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

MINORS

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

SCHOOL OF HEALTH SCIENCES

MAJORS

- Exercise Science (B.S.)

CONCENTRATION AREAS

- Biomechanics
- Exercise Physiology
- Health and Wellness

MINORS

- Strength and Conditioning



Definition of Academic Terms

Major

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

Concentration

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

Minor

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

Course Credit

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

Specifically, one semester credit hour is defined as:

1. Not less than 50 minutes of classroom ("direct" or "face-to-face") faculty instruction and a minimum of two hours out-of-

class student work each week for approximately fifteen weeks, or the equivalent amount of work over a different amount of time.

or

- At least an equivalent amount of work (as outlined in item 1 above) for other academic activities deemed appropriate by High Point University, including laboratory work, internships, practica, studio work, and other approved academic work leading to the award of course credit.

Course Numbering System

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

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



The David R. Hayworth College of Arts and Sciences

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

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

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

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



Carole B. Stoneking, Ph.D.

Dean of the David R. Hayworth College of Arts and Sciences

“Somewhere, something incredible is waiting to be known.”

–Carl Sagan

Department of Biology

Dr. Angela Bauer, *Chair*; Dr. Kristin Ackerman; Dr. Heather Ahrens; Dr. Neil Coffield, Dr. Sandra Cooke; Dr. Dinene Crater; Dr. Christian George; Dr. Michael Grider; Dr. Nicole Hughes; Dr. Kelli Sapp; Dr. Charles Smith; Dr. Veronica Segarra; Dr. Cynthia Vigueira; Dr. Patrick Vigueira.

Mission Statement

Within the context of the liberal arts environment, High Point University’s Biology Department provides students with curricular options that range from the generalized to the specialized, and that prepare them for a wide variety of post-baccalaureate 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.

Student Learning Outcomes

High Point University’s Biology Department strives to provide students with state-of-the-art, rigorous, laboratory-intensive training in their discipline that enables them to:

1. understand core concepts in the fields of molecular, cell, organismal, population and evolutionary biology, and to apply those concepts in novel contexts to problem-solve;
2. communicate biological concepts and data effectively, both orally and in written form, to the scientific and lay communities;
3. apply scientific methods and ways of thinking, including hypothesis formation, the design and execution of well-controlled experiments, and the analysis and interpretation of experimental results;
4. demonstrate knowledge and perform state-of-the-art laboratory and/or field techniques commonly used in the field of biology;
5. demonstrate an understanding of the ethical and social dimensions of science, as well as the limitations and assumptions of science as practiced in the US and globally; and

6. demonstrate the understanding and skills necessary to work in a diverse world.

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; and
4. an inclusive academic community that values and models intellectual inquiry, diversity of thought and high standards of professionalism.

Degree Requirements

The Department of Biology offers both the B.A. and the B.S. degrees in Biology. To graduate from High Point University with these degrees, students must complete the following:

B.A. in Biology

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

B.S. in Biology

Major Requirements	58 credits
University Core Requirements.....	50 credits
Electives	20 credits
TOTAL.....	128 credits

Requirements for the B.A. in Biology (38 credits)

- BIO 1399. Introduction to Biological Principles and Literature I: Cellular and Molecular Processes (4)
- BIO 2000. Introduction to Biological Principles and Literature II: Evolutionary and Ecological Processes (4)
- MTH 1400. Precalculus (4)
- CHM 1010/1011. General Chemistry I/Lab (3/1)
- CHM 1020/1021. General Chemistry II/Lab (3/1)

Two courses selected from the following:

- BIO 2110. Organismal Biology I: Prokaryotes, Protists, Fungi & Plants (4)



BIO 2120. Organismal Biology II: Zoology (4)
BIO/EXS 2060. Human Physiology (4)
BIO/EXS 2070. Human Anatomy (4)

Eight credits from the following:

ENV 1110. Environmental Science (4)
BCH 3220. Biochemistry I (4)
Any 3000- or 4000-level biology courses

One course selected from the following:

BIO 4111 & BIO 4112. Undergraduate Research (2)
BIO 4980. Biology Journal Club (2)
BIO 4990. Senior Seminar (2)

Requirements for the B.S. in Biology (58 credits)

BIO 1399. Introduction to Biological Principles and Literature I:
Cellular and Molecular Processes (4)
BIO 2000. Introduction to Biological Principles and Literature II:
Evolutionary and Ecological Processes (4)
MTH 1410. Calculus I (4)
STS 2020. Introduction to Statistics (4) or STS 3200.
Mathematical Statistics and Data Analysis (4)
CHM 1010/1011. General Chemistry I/Lab (4)
CHM 1020/1021. General Chemistry II/Lab (4)
CHM 2510/2511. Organic Chemistry I/Lab (4)
CHM 2520-2521. Organic Chemistry II/Lab (4)

One course selected from the following:

BIO 4111 & BIO 4112. Undergraduate Research (2)
BIO 4980. Biology Journal Club (2)
BIO 4990. Senior Seminar (2)

Additional courses for the Organismal and Evolutionary Biology Concentration:

BIO 2110. Organismal Biology I: Prokaryotes, Protists, Fungi
& Plants (4)
BIO 2120. Organismal Biology II: Zoology (4)

Four elective courses selected from the following (at least
two must be lab courses and no more than one cross-listed
BIO/GBS may count toward the major):

BIO 3040. Microbiology (4)
BIO 3050. Genetics (4)
BIO 3070. Vascular Plant Taxonomy (4)
BIO 3080. Vertebrate natural History (4)
BIO 3220. Parasitology (4)
BIO/GBS 3300. Global Change Ecology (4)
BIO/GBS 3450. The Hidden Face of Ecuador (4)

BIO 3451. Entomology (4)
BIO 4010. Animal Physiology (4)
BIO 4020. Ecological Plant Physiology (4)
BIO 4030. Developmental Biology (4)
BIO 4040. Ecology (4)
BIO 4050. Comparative Vertebrate Anatomy (4)
BIO 4090. Molecular Biology (4)

Additional courses for the Molecular/Cell and Biotechnology Concentration:

Two courses selected from the following:

BIO 2110. Organismal Biology I: Prokaryotes, Protists, Fungi
& Plants (4)
BIO 2120. Organismal Biology II: Zoology (4)
BIO/EXS 2060. Human Physiology (4)

Four elective courses selected from the following (at least
two must be lab courses and no more than one cross-listed
BIO/GBS may count toward the major):

BIO 3000. Cell Biology (4)
BIO 3040. Microbiology (4)
BIO 3050. Genetics (4)
BIO 3210. Tools for Biotechnology (4)
BIO 4030. Developmental Biology (4)
BIO 4060. Immunology (4)
BIO 4065. Virology (4)
BIO 4090. Molecular Biology (4)
BCH 3220. Biochemistry I (4)

Additional courses for the Health Science Concentration:

Two courses selected from the following:

BIO/EXS 2060. Human Physiology (4)
BIO/EXS 2070. Human Anatomy (4)
BIO 2120. Organismal Biology II: Zoology (4)

Four elective courses selected from the following (at least
two must be lab courses and no more than one cross-listed
BIO/GBS may count toward the major):

BIO 3000. Cell Biology (4)
BIO 3030. Vertebrate Histology (4)
BIO 3040. Microbiology (4)
BIO 3050. Genetics (4)
BIO 3220. Parasitology (4)
BIO/GBS 3350. Emerging Infectious Diseases: A World
Perspective (4)
BIO/WGS 3500. Biology of Women (4)

“The small class size in the upper level Biology courses has given us the personal attention needed for future success.”

—MRSA Research Team, Class of 2011



- BIO 4010. Animal Physiology (4)
- BIO 4030. Developmental Biology (4)
- BIO 4050. Comparative Vertebrate Anatomy (4)
- BIO 4060. Immunology (4)
- BIO 4065. Virology (4)
- BIO 4070. Endocrinology (4)
- BIO 4080. Neurobiology (4)
- BIO 4090. Molecular Biology (4)
- BCH 3220. Biochemistry I (4)

Requirements for the Minor in Biology (20 credits)

- BIO 1399. Introduction to Biological Principles and Literature I: Cellular and Molecular Processes (4)
- BIO 2000. Introduction to Biological Principles and Literature II: Evolutionary and Ecological Processes (4)

Two courses selected from the following:

- BIO/EXS 2060. Human Physiology (4)
- BIO/EXS 2070. Human Anatomy (4)
- BIO 2110. Organismal Biology I: Prokaryotes, Protists, Fungi & Plants (4)
- BIO 2120. Organismal Biology II: Zoology (4)

One additional BIO course at the 3000-level or higher (4)

Course Descriptions

BIO 1100. Biology: A Human Perspective. A study of biological principles, with emphasis on their application to the human organism. This course will introduce the student to the process of scientific inquiry along with cell level processes, continuance of the human species and maintenance of the human body. *Course consists of three lecture and two laboratory hours per week, and is recommended for students who are seeking a single-semester course. Course fee is \$25. Four credits. [N]*

BIO 1120. The Human Body and Exercise. This course is designed to present the physiological and musculoskeletal systems as they relate to the biomechanics of exercise. Skeletal, muscular, pulmonary and cardiovascular system structure and function will be emphasized. *Course consists of three lecture and two laboratory hours per week. Course fee is \$25. Four credits. [N]*

BIO 1399. Introduction to Biological Principles and Literature I: Cellular and Molecular Processes. This course is a study of the general principles of living systems with a focus on chemical, cellular, and metabolic levels of biological organization, emphasizing the role of genetics and

evolution. The acquisition of primary literature via electronic data retrieval systems will be emphasized. Students will learn to read and interpret research and review papers, write summaries, and present scientific information orally. *Three 60-minute lecture periods and one 3-hour laboratory period per week. Course fee is \$25. Four credits. [N]*

BIO 2000. Introduction to Biological Principles and Literature II: Evolutionary and Ecological Processes.

This course focuses on basic concepts and applications of evolutionary biology and ecology. Emphasis is given to the mechanisms of evolution, processes that lead to the formation of new species, and methods used to infer evolutionary relationships. Principles of population, community, and ecosystem ecology are also emphasized. *Three 60-minute lecture periods and one 3-hour laboratory period per week. Prerequisite: BIO 1399 or permission of the instructor. Four credits.*

BIO/EXS 2060. Human Physiology. A study of the physical and chemical mechanisms by which human systems function. The focus of the course is on homeostasis, a dynamic equilibrium regulated locally and by neural and endocrine systems. Some pathologies are covered as a means for appreciating normal function. Students will participate in a number of non-invasive activities. Computer-assisted data acquisition is used for some exercises, including reaction times, muscle function, EKGs, spirometry, and breathing rates. *Course consists of three lecture and two laboratory hours per week. Four credits. [N]*

BIO/EXS 2070. Human Anatomy. A study of the anatomy of the major systems of the human body. All of the systems and their various parts will be covered. Laboratory will consist of models, interactive electronic programs, and where possible, dissection of a representative animal. *Course consists of three lecture and two laboratory hours per week. Four credits. [N]*

BIO 2110. Organismal Biology I: Prokaryotes, Protists, Fungi & Plants. A survey of the diversity of bacteria, algae, fungal protists, fungi and plants. Reproductive cycles, morphology, economic/ecological importance, phylogeny, and the anatomy and developmental and physiological processes in seed plants will be emphasized. Methods of diversity will be stressed in the laboratory. *Prerequisite: BIO 1399. Course consists of three lecture and three laboratory hours per week. Four credits.*

BIO 2120. Organismal Biology II: Zoology. A survey of the diversity, systematics, and ecology of protozoa and select phyla within the animal kingdom. Basic anatomy, physiology,

“A degree in biology provides students with a variety of career opportunities in education, industry and graduate/ professional school.”

–Kelli K. Sapp, Ph. D., Associate Professor of Biology

reproductive processes, development, and behavior of invertebrates and vertebrates will be emphasized in the laboratory. *Prerequisite: BIO 1399. Course consists of three lecture and three laboratory hours per week. Course fee is \$25. Four credits.*

BIO 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

BIO 3000. Cell Biology. A study of the cell: its origins, submicroscopic structure, and functions within the context of evolution and the physical laws of nature. *Prerequisite: BIO 2000 or BIO 1399 and permission of the instructor. Course consists of three lecture and three laboratory hours per week. 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 2000 or BIO 1399 and 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 2000 or BIO 1399 and permission of the instructor. Course consists of three lecture and four laboratory hours per week. Four credits.*

BIO 3050. Genetics. This course will review the principles of genetics, including epistasis, polygenes, pedigrees, gene linkage and mapping; along with a review of DNA structure, Central Dogma and biotechnology. Laboratory exercises will include *Drosophila* crosses, chromosome structure and cytogenetics, and DNA isolation from various organisms with application of fingerprinting techniques. *Prerequisites: BIO 2000 or BIO 1399 and permission of the instructor. Course consists of three lecture and three laboratory hours per week. Four credits.*

BIO 3070. Vascular Plant Taxonomy. A study of the morphology, ecology, systematics, and evolution of vascular plants, including collection, identification, and classification of the more common forms. *Prerequisites: BIO 2000 or BIO 1399,*

BIO 2110, and permission of the instructor. Course consists of three lecture and three laboratory hours per week. 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 2000 or BIO 1399 and permission of the instructor. Course consists of three lecture and three laboratory hours per week. 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 2000 or BIO 1399 and 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 2000 or BIO 1399 and permission of the instructor. Course consists of three lecture and three laboratory hours per week. 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 1399 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*

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

1100 or BIO 1399 or permission of the instructor. 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 3450 may be taken for Biology credit for the major or minor. Four credits. [GS, SA]*

BIO 3451. Entomology. This course is designed to familiarize the student with the diversity, phylogeny, and classification of insects and other related arthropods (spiders, scorpions, mites, and ticks). This course will demonstrate not only the value and importance of insects in relation to human health, but also how our economic productivity depends on insects due to agricultural damage/disease and pollination services. This course will also demonstrate skills for collecting, mounting, and preserving insects for scientific study. *Prerequisites: BIO 2000 or BIO 1399 and permission of the instructor. Four credits.*

BIO/WGS 3500. Biology of Women. This course will examine the physiology of the adult female body and will address health issues that are unique to or different in women. Emphasis will be placed on the effects of female sex hormones on multiple processes (reproductive, nervous, endocrine, and cardiovascular) in the body. *Prerequisite: BIO 1100 or BIO 1399. Four credits.*

BIO 4010. Animal Physiology. A study of the physiological activities of animals. The systems and homeostasis are stressed. *Prerequisite: BIO 2000 or BIO 1399 and 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 2000 or BIO 1399 and 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 2000 or BIO 1399 and 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 2000 or BIO 1399 and 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 2000 or BIO 1399 and 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 2000 or BIO 1399 and 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 1399 and BIO 2000. 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 1399 and BIO 2000. *Four credits.*

BIO 4080. Neurobiology. This course will cover the physiological and molecular mechanisms of nervous system function. 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. *Prerequisites:* BIO 1399 and BIO 2000. *Four credits.*

BIO 4090. Molecular Biology. An advanced consideration of the structure, function, and manipulation of nucleic acids, Topics covered will include DNA, RNA, and protein structure and synthesis, the genetic code, gene regulation, oncogenes, regulation of the cell cycle, and gene cloning. *Prerequisites:* BIO 2000 and CHM 1010 and CHM 1020, or BIO 1399 and permission of the instructor. *Course consists of three lecture and three laboratory hours per week. Four credits.*

BIO 4111-4117. Undergraduate Research. Biology majors may complete a research project under the supervision of a faculty member in the department. Students will write of their research in the form of a scientific paper and are encouraged to present their findings at a regional or national conference. *Prerequisite:* Permission of the department chair. *One to three credits.*

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

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

BIO 4980. Biology Journal Club. In this course students will conduct an in-depth survey of the primary literature of a biologically relevant topic. Students will be expected to present analyses of primary literature and facilitate a discussion of the topic among those participating in the journal club. *Prerequisite:* BIO 2000 or permission of the instructor. *Two 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. *Prerequisite:* Senior status. *Two credits.*

ENV 1110. Environmental Science. A study of our relationships with the natural world. Fundamental concepts of ecology, awareness of environmental issues, and the need for a sustainable biosphere will be emphasized. *Course consists of three lecture and two laboratory hours per week, and is recommended for students who are seeking a single-semester course. Course fee is \$25. Four credits. [N]*

ENV 1120. Issues in Environmental Science. This course examines problems associated with the interaction of humans with their environment. Issues concerning resource use and management such as food production, deforestation, fisheries management, soil erosion, water issues, biodiversity loss, and impacts of global climate change will be evaluated. Case studies illustrating specific problems and potential solutions will also be examined. *Prerequisites:* ENV 1110 and Minor in Environmental Studies, or permission of the instructor. *Course consists of two 1 hour lectures and one 2 hour lab per week. Four credits.*



“Science is a way of thinking much more than it is a body of knowledge.”

–Carl Sagan

Department of Chemistry

Dr. Brian Augustine, *Chair*; Dr. Meghan Blackledge; Dr. Keir Fogarty; Dr. Chris Fowler; Dr. Todd Knippenberg; Dr. Pamela Lundin; Dr. Elizabeth McCorquodale; Dr. Heather Miller; Dr. Melissa Srougi; Dr. Andrew Wommack.

Degree Requirements

The Department of Chemistry offers both the B.A. and the B.S. degrees in Chemistry and the B.S. degree in Biochemistry. To graduate from High Point University with these degrees, students must complete the following:

B.A. in Chemistry

Major Requirements	49 credits
University Core Requirements.....	50 credits
Electives	29 credits
TOTAL	128 credits

B.S. in Chemistry

Major Requirements	67 credits
University Core Requirements.....	50 credits
Electives	11 credits
TOTAL	128 credits

B.S. in Biochemistry

Major Requirements	69 credits
University Core Requirements.....	50 credits
Electives	9 credits
TOTAL	128 credits

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.

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, Honors and Majors (3)

CHM 1011. General Chemistry I, Laboratory (1) **or**
CHM 1511. General Chemistry I Laboratory, Honors and Majors (1)

CHM 1020. General Chemistry II (3) **or**
CHM 1520. General Chemistry II, Honors and Majors (3)

CHM 1021. General Chemistry II Laboratory (1) **or**
CHM 1521. General Chemistry II Laboratory, Honors and Majors (1)

CHM 2510. Organic Chemistry I (3)
CHM 2511. Organic Chemistry I Laboratory (1)
CHM 2520. Organic Chemistry II (3)
CHM 2521. Organic Chemistry II Laboratory (1)
CHM 3030. Quantitative Analysis (4)
CHM 3060. Instrumental Analysis (5)
CHM 4990. Seminar in Chemistry and Biochemistry (1)
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)
NOTE: CHM 4500 will not fulfill this requirement.

Requirements for the B.S. in Chemistry (67 credits)

This degree, which will qualify students to attend graduate school in Chemistry, also prepares candidates in greater depth for a range of opportunities in industrial employment, professional schools, and the allied health professions. (See Pre-Professional Programs).

CHM 1010. General Chemistry I (3) **or**
CHM 1510. General Chemistry I, Honors and Majors (3)



CHM 1011. General Chemistry I, Laboratory (1) **or**
CHM 1511. General Chemistry I Laboratory, Honors
and Majors (1)

CHM 1020. General Chemistry II (3) **or**
CHM 1520. General Chemistry II, Honors and Majors (3)

CHM 1021. General Chemistry II Laboratory (1) **or**
CHM 1521. General Chemistry II Laboratory, Honors
and Majors (1)

CHM 2510. Organic Chemistry I (3)
CHM 2511. Organic Chemistry I Laboratory (1)
CHM 2520. Organic Chemistry II (3)
CHM 2521. Organic Chemistry II Laboratory (1)
CHM/BCH 2990. Research & Writing in Chemistry/
Biochemistry (3)

CHM 3030. Quantitative Analysis (4)
CHM 3060. Instrumental Analysis (5)
CHM 3110. Inorganic Chemistry (3)
CHM 3111. Advanced Topics Lab (3)
BCH 3220. Biochemistry I (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)
MTH 3610. Mathematical Methods for the Physical Sciences (4)
PHY 2010. Fundamentals of Physics I (4)
PHY 2020. Fundamentals of Physics II (4)

One 3 credit chemistry elective at the 3000-level or higher (3)

NOTE: CHM 4500 will not fulfill this requirement.

Requirements for the B.S. in Biochemistry (69 credits)

This degree, which will qualify students to attend graduate school in Biochemistry, prepares students for a range of opportunities in industrial employment, professional schools, and high school teaching.

CHM 1010. General Chemistry I (3) **or**
CHM 1510. General Chemistry I, Honors and Majors (3)

CHM 1011. General Chemistry I, Laboratory (1) **or**
CHM 1511. General Chemistry I Laboratory, Honors
and Majors (1)

CHM 1020. General Chemistry II (3) **or**
CHM 1520. General Chemistry II, Honors and Majors (3)

CHM 1021. General Chemistry II Laboratory (1) **or**
CHM 1521. General Chemistry II Laboratory, Honors
and Majors (1)

CHM 2510. Organic Chemistry I (3)
CHM 2511. Organic Chemistry I Laboratory (1)
CHM 2520. Organic Chemistry II (3)
CHM 2521. Organic Chemistry II Laboratory (1)
CHM/BCH 2990. Research & Writing in Chemistry/
Biochemistry (3)
CHM 3030. Quantitative Analysis (4)
BCH 3220. Biochemistry I (3)
BCH 3320. Biochemistry II (3)
BCH 3330. Biochemistry Laboratory (1)
CHM 4010. Elements of Physical Chemistry (3)
CHM 4011. Laboratory in Physical Chemistry (1)
CHM 4990. Seminar in Chemistry and Biochemistry (1)
BIO 1399. Introduction to Biological Principles & Literature (4)
MTH 1410. Calculus I (4)
MTH 1420. Calculus II (4)
MTH 3610. Mathematical Methods for Physical Sciences (4)
or STS 3200. Mathematical Statistics (4)
PHY 2010. Fundamentals of Physics I (4)
PHY 2020. Fundamentals of Physics II (4)

Choose one course from:

BIO 3000. Cell Biology (4)
BIO 3210. Tools for Biotechnology (4)
BIO 4010. Animal Physiology (4)
BIO 4090. Molecular Biology (4)

Choose one course from:

BIO 3040. Microbiology (4)
BIO 3050. Genetics (4)
BIO 4020. Ecological Plant Physiology (4)
BIO 4060. Immunology (4)

One 3-credit chemistry or biochemistry elective at the 3000-level or higher (3) **NOTE:** CHM 4500 will not fulfill this requirement.





Requirements for a Minor in Chemistry (23 credits)

- CHM 1010. General Chemistry I (3) **or**
 CHM 1510. General Chemistry I, Honors and Majors (3)
- CHM 1011. General Chemistry I, Laboratory (1) **or**
 CHM 1511. General Chemistry I Laboratory, Honors and Majors (1)
- CHM 1020. General Chemistry II (3) **or**
 CHM 1520. General Chemistry II, Honors and Majors (3)
- CHM 1021. General Chemistry II Laboratory (1) **or**
 CHM 1521. General Chemistry II Laboratory, Honors and Majors (1)
- CHM 2510. Organic Chemistry I (3)
- CHM 2011. Organic Chemistry I Laboratory (1) **or**
 CHM 2511. Organic Chemistry I Laboratory, Majors (1)
- CHM 2520. Organic Chemistry II (3)
- CHM 2021. Organic Chemistry II Laboratory (1) **or**
 CHM 2521. Organic Chemistry II Laboratory, Majors (1)
- CHM 3030. Quantitative Analysis (4)

One additional 3-credit chemistry elective at the 3000-level or higher. **NOTE:** Neither BCH 3320 nor CHM 4500 will fulfill this requirement.

Course Descriptions

BCH 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

BCH/CHM 2990. Research and Writing in Biochemistry. 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 corequisite: CHM 2520. Course consists of four lecture hours per week and is offered in the spring. Three credits.*

BCH 3220. Biochemistry I. A study of the chemical and physical properties of proteins, nucleic acids, carbohydrates, and lipids. An introduction to bioenergetics and carbohydrate metabolism. *Prerequisite: CHM 2520. Course consists of three lecture hours per week and is offered in the fall. Three credits.*

BCH 3320. Biochemistry II. A study of the chemical and physical properties of proteins, nucleic acids, carbohydrates, and lipids. An introduction to membrane channels and

pumps, the pentose phosphate pathway and the Calvin cycle, photosynthesis, glycogen metabolism, fatty acid metabolism, protein turnover: amino acid degradation and the urea cycle, biosynthesis of amino acids, biosynthesis of nucleotides, biosynthesis of lipids and related molecules, DNA replication and repair, RNA synthesis and splicing, protein synthesis, and integration of metabolism. *Prerequisite: CHM 3220 with a grade of C- or higher. Three credits.*

BCH 3330. Biochemistry Laboratory. Introduction to basic laboratory studies in biochemistry, including protein purification, isolation and characterization of biological molecules, enzyme kinetics studies, chromatography and electrophoresis of biological macromolecules, and methods of quantitative analysis. *Pre- or corequisite: CHM 3220. Course consists of three laboratory hours per week and is offered in the spring. One credit.*

BCH 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 3220, MTH 1420, and PHY 2020. Course consists of three lecture hours per week and is offered in the fall. Four credits.*

BCH 4160. Physical and Analytical Biochemistry Laboratory. Laboratory studies of the physical and analytical chemistry of biological macromolecules, including calorimetry; biochemical assay development for the detection of biological target compounds; advanced biomolecular separation and characterization techniques; spectroscopic studies of proteins, DNA, and lipids; and advanced studies of enzyme kinetics and equilibrium processes. *Pre- or corequisite: BCH 4150. Course consists of three laboratory hours per week and is offered in the fall. Two credits.*

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

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

CHM 1000. The World of Chemistry. A study of the basic concepts of chemistry and their relationship to the everyday

“Every great advance in science has issued from a new audacity of the imagination.”

—John Dewey

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 or six credits. [N]*

CHM 1010. General Chemistry I. Matter is examined by a study of the atom, compounds, chemical nomenclature, formulas, the periodic table, and chemical reactions. Other topics include the gas Laws, Lewis structures, and thermochemistry. *Corequisite: CHM 1011. Course is offered in the fall. Three credits. [N]*

CHM 1011. General Chemistry I Laboratory. This course consists of a series of laboratories which reinforce the concepts being studied in CHM 1010. In addition to learning problem solving and critical thinking skills, students will be introduced to laboratory safety and gain hands-on experience using a variety of laboratory equipment and techniques. *Corequisite: CHM 1010. Course is offered in the fall. One credit.*

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, Honors and Majors. Matter is examined by a study of the atom, compounds, chemical nomenclature, formulas, the periodic table, and chemical reactions. Other topics include the Gas Laws, Lewis structures, and thermochemistry. *Course is offered in the fall. Three credits. [N]*

CHM 1511. General Chemistry I Laboratory, Honors and 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.*

CHM 1520. General Chemistry II, Honors and 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 1510 with a grade of C- or higher. Course is offered in the fall. Three credits.*

CHM 1521. General Chemistry II Laboratory, Honors and 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 1511 with a grade of C- or higher. Corequisite: CHM 1520. One credit.*

CHM 1616. Forensic Chemistry. This course uses the field of forensic chemistry to illustrate chemical concepts. We will introduce the fundamental principles of chemistry that require conceptual and mathematical problem solving skills. *Course consists of two class hours and two laboratory hours per week, and is recommended for the non-science major who seeks a single semester course. Four credits. [N]*

CHM 2011. Organic Chemistry I Laboratory. Laboratory work includes characterization, extraction, chromatography and distillation of organic compounds, preparation of typical compounds, a study of their reactions, and the qualitative identification of unknown substances. Microscale procedures will be used for the majority of the exercises. Instrumental analytical procedures are included. *Prerequisites: CHM 1020 and CHM 1021; pre-or corequisite: CHM 2510. Course consists of two laboratory hours per week and is offered Fall. One credit.*

CHM 2021. Organic Chemistry II Laboratory. Laboratory work includes extraction chromatography and distillation of organic compounds, preparation and characterization of typical compounds by chromatographic and spectroscopic techniques. Microscale procedures will be used for most of the exercises. *Prerequisites: CHM 2011 and CHM 2510; pre-or corequisite: 2520. Course consists of two laboratory hours per week and is offered in the spring. One credit.*

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

CHM 2510. Organic Chemistry I. A comprehensive study of organic compounds stressing electronic valence theory. Bonding, nomenclature, acidity and nomenclature are covered. Reaction mechanisms, nucleophilic substitution mechanisms, alkene and alkyne chemistry, infrared spectroscopy. *Prerequisite: CHM 1020 or 1520 with a grade of C- or higher. Three credits.*

CHM 2511. Organic Chemistry I Laboratory, Majors.

Introduction to unit laboratory processes for synthesis, purification and characterization organic molecules. Both micro-and macro-synthetic procedures will be utilized. Purifications will utilize separations by extraction, distillation and/or chromatography at the synthesis scale. Inert atmosphere, steam volatilization and low pressure distillations techniques will be used. Both high pressure liquid chromatography and gas chromatography will be used. Characterization will be by determination of physical properties such as melting and boiling ranges, refractive index, optical activity and spectroscopic characterization especially infrared, C 13 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: Chemistry 1511. Corequisite: CHM 2510. Course consists of six laboratory hours per week and is offered in the fall. One credit.*



CHM 2520. Organic Chemistry II. A comprehensive study of organic compounds stressing electronic valence theory. Nuclear magnetic resonance, the synthesis and reactions of alcohols and ethers, nucleophilic substitution and addition at the carbonyl group, electrophilic aromatic substitution, the synthesis and reactions of amines, and pericyclic reactions. *Prerequisite: CHM 2510 with a grade of C- or higher. Three credits.*

CHM 2521. Organic Chemistry II Laboratory, Majors.

An introductory course in research methods for the chemical sciences that emphasizes selection of a research problem, the chemical literature, design of experiments, analysis of data, and presentation of results. There will be a weekly recitation period required. *Prerequisites: CHM 2510 and CHM 2511. Corequisite: CHM 2520. Course consists of six laboratory hours per week and is offered in the spring. One credit.*

CHM 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

CHM 3030. Quantitative Analysis. The theory and technique of chemical separations, volumetric, gravimetric, and colorimetric methods. *Prerequisites: CHM 1520 and 1521. Course consists of two class hours and six laboratory hours per week, and is offered in the fall. Four credits.*

CHM 3060. Instrumental Analysis. The theory and practice of spectroscopic, electroanalytical, and chromatographic instrumental analytical techniques. *Prerequisites: MTH 1410, CHM 2520, and CHM 3030. Course consists of three class hours and six laboratory hours per week, and is offered in the spring. Five 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 "warm" 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 Lab. This course is a combined lecture/laboratory course that will provide fundamental concepts related to current experimental techniques in chemistry and focusing on performing 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. As a three-credit course, a typical week in class will consist of one to two lectures and then lab time to implement techniques discussed in lecture. *Three 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. Chemistry 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. *Course consists of six laboratory hours per week. 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, B.S. in Biochemistry and the B.A. in Chemistry. *Prerequisite: senior standing in chemistry or biochemistry. Course is offered in the spring. One credit.*

NSC 2100. Physical Science for Education. An inquiry-based study of the basic concepts of physical sciences, including properties of matter, motion and forces, and electricity and magnetism. Laboratory work emphasizes the application of the scientific method to understanding physical reality. *This course is restricted to education majors and consists of 6 hours of integrated lecture and lab per week. Course is offered in both the fall and spring. Four credits. [N]*

NSC 2200. Earth Science for Education. An introduction to fundamental processes of Earth. Topics include the theory of plate tectonics, rocks and minerals, formation of the continents, mountains and oceans, the atmosphere and pollution, natural resources, and basic astronomy. *This course is restricted to education majors and consists of 6 hours of integrated lecture and lab per week. Course is offered in both the fall and spring. Four credits. [N]*



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

— Samuel Johnson

Department of Criminal Justice

Dr. Robert Little, *Chair*; Dr. Heather Ahn-Redding;
Dr. Thomas Dearden; Dr. Scott Ingram.

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 investigations, emergency and social services, courts, policing, homeland security, counter-terrorism, juvenile counseling, adult probation/parole and corporate security. Courses in the program focus upon how to deal with 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.

Degree Requirements

The Department of Criminal Justice offers the B.A. in Criminal Justice. To graduate from High Point University with this degree, students must complete the following:

B.A. in Criminal Justice

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

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

Required Core (24 credits)

- CRJ 1900. Intro to the Justice System (4)
- CRJ 2000. Criminology (4)
- CRJ 3100. Criminal Law (4)

- CRJ 3200. Courts and Trials (4)
- CRJ 3400. Research Methods (4)
- CRJ 4200. Corrections (4)

Related Electives – Choose four courses from the following (16)

- CRJ 1700. Violent Crime in America (4)
- CRJ/WGS 1800. Women and Crime (4)
- CRJ 2100. Cyber-Crime (4)
- CRJ 2500. Controlled Substances (4)
- CRJ 2700. Juvenile Justice (4)
- CRJ 3000. Victimology (4)
- CRJ 3300. Police Operations (4)
- NPL 3300. Counseling and the Helping Professions (4)
- PSC 3320. The Constitution, Civil Liberties, and the Courts (4)
- CRJ 3500. Crime Scene Investigation (4)
- CRJ 3700. Probation, Parole, and Community Service (4)
- CRJ 3800. Comparative Criminal Justice Systems (4)
- CRJ 4000. Terrorism (4)
- CRJ 4100. The Death Penalty (4)
- CRJ 4300. Crime, Law, and National Security (4)
- CRJ 4400. Police Administration and Supervision (4)

Requirements for a Minor in Criminal Justice (20 credits)

- CRJ 1900. Introduction to the Justice System (4)
 - CRJ 3200. Courts and Trials (4)
 - CRJ 3300. Police Operations (4)
 - CRJ 4200. Corrections (4)
- Take any other four-credit CRJ course except CRJ 4810. Internship (4)

Course Descriptions

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

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

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



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

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

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

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 3000. 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. *Prerequisite: Junior standing. Four credits.*

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

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

CRJ 3300. 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 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. *Prerequisite: CRJ 3300. Four credits.*

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

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

CRJ 3700. Probation, Parole, and Community Service.

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. *Four credits. Prerequisite: CRJ 1900.*

CRJ 3800. Comparative Criminal Justice Systems.

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

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

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

CRJ 4200. Corrections. The punishment, treatment, and rehabilitation of criminals is explored in this course as students learn about sentencing, probation, parole, diversion, jails, prisons, and various programs designed to deal with a diverse 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.*



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

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



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

—E. M. Forster

Department of English

Dr. Bryan Vescio, *Chair*; Dr. Laura Alexander; Dr. Jenn Brandt; Dr. Charmaine Cadeau; Dr. Matthew Carlson; Dr. William Carpenter; Mr. Matthew Fiander; Dr. Matthew Garite; Dr. Joseph Goeke; Dr. Nathan Hedman; Dr. Cara Kozma; Dr. Holly Middleton; Dr. Jacob Paul; Dr. Melissa Richard; Dr. Donna Scheidt; Dr. Leah Schweitzer; Ms. Georgeanna Sellers; Dr. Kirstin Squint; Dr. Karen Summers; Ms. Allison Walker.

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

Three primary educational goals underlie the English major. Students in both the Literature and Writing tracks will receive instruction in, and be able to demonstrate their grasp of:

1. critical practices, or the ability to read, analyze, interpret, and write carefully about texts from a wide range of genres, historical eras, theoretical paradigms, and cultural contexts;
2. disciplinary knowledge, conceived as the intellectual richness, evolution, and diversity of literatures in English from different periods, technologies, and geographical areas;
3. writing skills, or the ability to write with clarity, grace, economy of expression, and persuasiveness.

Degree Requirements

The Department of English offers the B.A. degree in English Literature and the B.A. Degree in English Writing. To graduate from High Point University with these degrees, students must complete the following:

B.A. in English Literature

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

B.A. in English Writing

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

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

Content Area	Courses	Credits
Writing Elective	ENG 2100-2199	4
British Literature	ENG 2720 or 2730	4
American Literature	ENG 2820 or 2830	4
Diversity Elective	ENG 3900-3999	4
Upper-level Elective	ENG 3100-3999 ENG 4200-4899	4
English Traditions	ENG 4300-4399	4
Modern/Contemporary Authors	ENG 4400-4499	4
Approaches to/Artifacts in English	ENG 3500-3899 ENG 4500-4899	8
Senior Portfolio	ENG 4998	1





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

Content Area	Courses	Credits	
Introductory Writing Courses	ENG 2100-2199	4	
Literary Backgrounds	ENG 3310 ENG 3400 ENG 3720 ENG 3920 ENG 4305 ENG 4320	ENG 4520* ENG 3500* ENG 3600* ENG 4510* ENG 4720*	4
Literature Post-1800	ENG 3298 ENG 3299 ENG 3350 ENG 3450 ENG 4550	ENG 4570* ENG 3500* ENG 3600* ENG 4510* ENG 4720*	4
Writing Theory	ENG 3110 or ENG 3115	4	
Reading and Writing	ENG 3111 – ENG 3114	8	
Advanced Reading and Writing	ENG 4110 – ENG 4114	4	
Community Writing	ENG 4140	4	
Studies in Authorship	ENG 4400	4	
Senior Portfolio	ENG 4998	1	

* Course content may vary depending on instructors' areas of interest.

Requirements for a Minor in Literature (20 credits):

Content Area	Courses	Credits
Beginning Literature Elective	ENG 2200 – ENG 2899	4
Historical Survey	ENG 2700 – ENG 2899	4
Open Elective	ENG 3100 – ENG 3999	4
Intermediate Literature Elective	ENG 3200 – ENG 3999	4
Advanced Literature Elective	ENG 4200 – ENG 4899	4

Requirements for a Minor in Writing (20 credits):

Content Area	Courses	Credits
Introductory Writing Courses	ENG 2100 – ENG 2199	4
Literature Electives	ENG 2210 – ENG 4899	8
Reading and Writing	ENG 3100 – ENG 3199	4
Advanced Reading and Writing	ENG 4100 – ENG 4199	4

Course Descriptions

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

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

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

ENG 1103. College Writing and Public Life. This course engages students in writing projects designed to strengthen their interpretive and analytical skills while empowering them to investigate and respond to issues confronting their various communities. Emphasis is placed on the social nature of writing, and students will practice a variety of invention,



revision, and reflection techniques en route to final portfolios of their work. Students will develop efficient research strategies and learn to incorporate and converse with the ideas of others. The course also emphasizes technological literacy.

Prerequisite: Placement in ENG 1103. Four credits. [W]

ENG 2121. Introduction to Writing Studies. Introduces students to a set of representative issues, problems, methods, and concerns in the field of Writing Studies. *Prerequisite:* ENG 1102 or ENG 1103. Four credits.

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. 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 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 1103. Four credits.

ENG 2200. Critical Reading and Interpretation. Organized around one specific theme, topic, or tradition, this course focuses on the close reading and careful analysis of literary texts. Through the study of a limited number of works, students develop their ability to read carefully and to understand the relationships between literary texts and a range of cultural, historical, and/or literary contexts. The course introduces students to some of the terms, critical approaches, and research methodologies necessary for literary study. *Prerequisite:* ENG 1102 or ENG 1103. Four credits. [L]

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

ENG/WGS 2220. Women's Literary Tradition. Exploring women's roles as producers and consumers of literature, this

course traces the evolution of a women's literary tradition through the reading and discussion of a variety of authors and genres. Rather than follow a strict linear trajectory, the course is arranged thematically to reflect the diversity of women's voices, roles, and experiences. Topics to be covered may include identity and difference, the female body, and marriage and motherhood. *Prerequisite:* ENG 1102 or ENG 1103. Four credits. [L]

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

ENG 2230. Literature and Community. Organized around a specific theme (such as globalization, ecoliterature, 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. It also includes a substantial service learning project with local organizations within the Piedmont Triad region. Students will be required to complete a minimum of 20 hours of work with community partners. *Prerequisite:* ENG 1102 or ENG 1103. Four credits. [L, SL]

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. Four credits. [L]

ENG 2249. American Humor. Explores both literary and popular culture texts, including folk tales, urban tales, stories, sketches, parodies, comic strips, editorial cartoons, situation comedies, clips from film, caricatures, and stand-up comedy within the context of humor theory. *Prerequisite:* ENG 1102 or ENG 1103. Four credits. [L]

ENG 2720. British Literature I. Surveys the major authors, texts, and traditions of early British literature through the "long" eighteenth-century. *Prerequisite:* ENG 2200 or equivalent or permission of the instructor. Four credits.

ENG 2730. British Literature II. Surveys the major authors, texts, and traditions of British literature beginning with the nineteenth-century. *Prerequisite:* ENG 2200 or equivalent or permission of the instructor. Four credits.

“In seven years as a newspaper reporter, I won 10 state press association awards, the most by a North Carolina writer since 1998.”

—Mike Graff, B.A. English, 2001

ENG 2820. American Literature I. Surveys American literature from beginnings to 1865 with special emphasis on the literary movements of colonialism, federalism, and romanticism. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

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 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

ENG 3100. Writing Center Theory. Designed for students who wish to work in the Writing Center, this course examines Writing Center and Writing Studio theory, reader response theory, and other theories about practices of responding to student writing in order to develop best practices that can be applied in the Writing Center and in the Writing Studio course. *Prerequisite: Permission of the instructor. One or two credits.*

ENG 3110. Studies in Writing, Language, and Literacy. An introduction to the fields of writing studies, linguistics, literacy studies, and rhetoric. *Prerequisite: ENG 1102 or ENG 1103. 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: Either ENG 2121 or ENG 2122. 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: Either ENG 2121 or ENG 2122. 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: Either ENG 2121 or ENG 2122. Four credits.*

ENG 3114. Topics in Rhetoric and Literacy. Explores how language and text shape social and political realities. Topics may include language and gender, community literacy practices, law and rhetoric, and political rhetoric. *Prerequisite: ENG 1102 or ENG 1103. 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. Four credits.*

ENG/WGS/GBS 3298. Women Writing Worldwide. This course pairs current feminist theory with contemporary fiction by women writers from around the world. Topics can include construction of the female body, women and work, relationships and family, exile and immigration, and women and war. *Prerequisite: ENG 1102 or 1103. Four credits. [L, GS]*

ENG/GBS 3299. Other Americas. Readings in selected works by writers from the Caribbean and the Latin American circum-Caribbean with attention to theoretical and aesthetic issues raised by nationalism, colonialism, and post-colonialism in the regions. *Prerequisite: ENG 1102 or 1103. Four credits. [L, GS]*

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. 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 3500. Approaches to British Literature. This course takes one of several contemporary scholarly approaches to literature of the British Isles. Sections may emphasize certain theoretical frameworks, approaches to historical data, or other reading strategies. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 3600. Approaches to American Literature. This course takes one of several contemporary scholarly

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

approaches to literature of the United States. Sections may emphasize certain theoretical frameworks, approaches to historical data, or other reading strategies. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 3710. Cultural Artifacts and Literature. This course explores the materiality of particular print, non-print, and multimedia artifacts, with special attention to how cultural, economic, political, and technological forces affect the production, consumption, and preservation of literary texts. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 3910. Multi-Ethnic Literature of the United States. Examines the literature of diverse ethnic groups of the United States including, but not limited to, Native American, African American, Asian American and/or Latino/a cultures with special attention to historical, cultural, and intellectual frameworks. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. 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. 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. 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. 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. 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. Four credits.*

ENG 4114. Advanced Study in Rhetoric and Literacy. Focused work in a particular topic related to the use and teaching of language and texts. *Prerequisite: Either ENG 2121 or ENG 2122, or permission of the instructor. Four credits.*

ENG 4140. Community Writing. Advanced study of the relationship between community and literacy. Students will practice writing within and for specific communities, as well as writing that analyzes how those communities use writing and text to accomplish their tasks. *Prerequisite: Either ENG 2121 or ENG 2122, 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. Four credits.*

ENG 4320. Shakespeare. Advanced study of topics in Shakespeare. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. 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. 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. 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. Four credits.*

ENG 4520. Eighteenth-Century British Literature. 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 permission of the instructor. Four credits.*

ENG 4530. 19th Century British Literature. Approaches to readings in British literature and culture between 1790 and



1900. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 4550. Modern and Contemporary British Literature.

Approaches to readings in British literature from WW I to the present, with particular attention to modernist and post-modernist theories and aesthetics. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 4560. American Literature to 1865. Approaches to readings in American literature from first European contact to the Civil War, with particular attention to issues of national identity, racial identity, colonialism, and federalism.

Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.

ENG 4570. Modern and Contemporary American Literature.

Approaches to readings in American literature from the Civil War to the present, with particular attention to modernist and post-modernist theories and aesthetics. *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 4710. Digital Artifacts and Literature. Digital literature, electronic texts, and new media will serve as the basis for the advanced examination of digital artifacts in English. Particular emphasis will be placed on the historical, social, and ideological contexts of new literary forms in the “digital age.” *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 4720. Print Artifacts and Literature. This course examines the circulation of literacy and the literary through a focused study of print artifacts such as journals, magazines, newspapers, and books. Particular emphasis will be placed on historical, social, and ideological contexts of literary forms considered “traditional.” *Prerequisite: ENG 2200 or equivalent, or permission of the instructor. Four credits.*

ENG 4998. Senior Portfolio. Capstone experience in which students reflect on their learning and compile a portfolio of their best work. *Prerequisite: Senior standing. One credit.*



"History is invaluable in increasing our knowledge of human nature because it shows how people may be expected to behave in new situations. Many prominent men and women are completely ordinary in character, and only exceptional in their circumstances."

—Bertrand Russell

Department of History

Dr. Frederick Schneid, *Chair*; Dr. Peng Deng; Ms. Joey Fink; Dr. Renzo Honores, Dr. Michael Kennedy; Dr. Philip Mulder; Dr. Paul Ringel; Dr. Larry Simpson; Dr. James Stitt; Dr. Mark Swartzburg.

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 School of Education. Students wishing to pursue Middle Grades teacher licensure (6-9) with a Social Studies concentration must major in the School of Education.

Student Learning Outcomes

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

1. Gain an understanding of history from the perspectives of several different cultures.
2. Understand the methods of critical historical analysis.
3. Communicate their knowledge of the discipline effectively.
4. Exhibit professionalism and become more engaged with scholarly discourse.

Degree Requirements

The Department of History offers the B.A. degree in History. To graduate from High Point University with this degree, students must complete the following:

B.A. in History

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

Requirements for the B.A. in History (40 Credits)

- 1) Introductory and Intermediate-Level Courses (8)
 - Any 1000- or 2000-level course in the major field (4)
 - Any 1000- or 2000-level course in the minor field (4)

To satisfy this requirement, at least 4 credits must be completed at the 2000-level.

- 2) Research and Experiential Courses (8)
 - HST 2901. Historiography (4)
 - Any 3900-level course (4)
- 3) Advanced Courses (20)
 - Any two 3000-level courses in the major field (8)
 - Any two 3000-level courses from two different minor fields (8)
 - Any one 3000-level elective course in History (4)

Students may elect to substitute a history internship of 4 credits or more for one 4-credit course in their major field.

- 4) HST 4001. Senior Seminar (4)





Major Fields

Area A	Europe	HST 1101 HST 1102 HST 1103 HST 1104 HST 1105 HST 2014	HST 2103 HST 2111 HST 2112 HST 3104 HST 3105 HST 3106	HST 3107 HST 3108 HST 3121 HST 3191
	United States	HST 1201 HST 1202 HST 1203 HST 2201 HST 2202 HST 2205	HST 3211 HST 3212 HST 3214 HST 3218 HST 3221 HST 3222	HST 3231 HST 3241 HST 3245 HST 3262
Area B	Canada	HST 2301		
	Africa	HST 1401		
Area C	East Asia	HST 1501 HST 2511 HST 2521	HST 3501 HST 3511 HST 3521	
	Latin America	HST 1601 HST 2601 HST 2602 HST 3601	HST 3602 HST 3603 HST 3611 HST 3621	
	Middle East	HST 1701 HST 2701	HST/PSC/GBS 3701 HST 3702	

Students may elect to complete a concentration in one of the following areas: East Asia, Latin America, or the Middle East. To do so, students must take at least 4 credits of introductory and intermediate courses, and at least 8 credits of advanced courses, in one of the concentration areas.

Requirements for a Minor in History (20 Credits)

Students who wish to minor in history must complete 20 credits in history with at least two 3000-level history courses.

Course Descriptions

HST 1101. Foundations in Western Civilization from Ancient Times to the Enlightenment. This course is a survey of Western civilization from its foundations to the eighteenth century, including the evolution of Western society, politics, culture and ideas will be examined. *Four credits.* [T]

HST 1102. Foundations in Western Civilization since the Enlightenment. This course is a survey of Western civilization since the eighteenth century including the emergence of modern thought, politics, economy, society and empire. *Four credits.* [T]

HST 1103. Topics in Western Civilization. This course explores special topics in Western Civilization. *Four credits.* [T]

HST 1104. War in the West from Rome to the Present. This course is an exploration of war and society in Western Civilization from Rome to the present. The course will examine the nature of war and warfare, in addition to the social and cultural dynamic of conflict in the west. *Four credits.* [T]

HST 1105. The Marketplace in Historical Change. This course is an analysis of economic factors and commercial activity in Western Civilization from the Ancient World to the present. These factors will be used as the prism through which the class will study the transformation of societies in Western Civilization. *Four credits.* [T]

HST 1201. American Beginnings [to 1800]. This course is a survey of Native American contact with Europeans, cultural interactions in the seventeenth and eighteenth centuries, and the Revolution that created the United States. *Four credits.* [T]

HST 1202. American Expansions [1800-1918]. This course is a survey ranging from the presidency of Thomas Jefferson through World War I. This class will explore a variety of expansions that occurred in the United States over this period, including territorial increase and its consequences, the extension of markets, transportation and industry across the continent, the enlargement of the voting public and its access to the political system, and the shift in individual and community perspectives as the nation grew from a collection of relatively isolated rural communities into a mobile and increasingly connected national populace. *Four credits.* [T]

HST 1203. American Aspirations [1914 to present]. This course is a survey covering World War I through the present day. This course will investigate America's rise to a world power during the 20th century, paying particular attention to moments when popular, groundswell movements either bolstered America's strength or shook its very structures. Topics covered will include: the state and social reform; structural expansion (physical and economic/ domestic and international); (re)division of racial and gender roles; communist containment; the liberal arc and the



reinvigorated right; and America's global role at the dawn of a new century. *Four credits.* [T]

HST 1401. Foundations of African History. This course addresses the major themes in African history from earliest times through African independence. The course examines traditional African social, economic, religious, and political institutions, the African slave trade and the Continent's encounter with the West, the conquest of Africa, colonial rule, and decolonization and self-rule of African states. *Four credits.* [T]

HST 1501. Introduction to East Asian Civilization. This survey aims to introduce students to the cultural foundations of East Asia. In a chronological order, it will illustrate and discuss the origins and evolution of East Asian traditions such as Confucianism, Daoism, Buddhism, Shinto religion and their role in shaping institutions such as the state and family. *Four credits.* [T]

HST 1601. Foundations of Latin American Civilization. This course is a general introduction to the history and society of the region. Major topics to examine are the development of the pre-Columbian civilizations, the Spanish and Portuguese colonialism, the modern societies, and the current challenges of globalization. *Four credits.* [T]

HST 1701. Foundations of Middle Eastern History. This course examines the history of the Middle East from the time of Muhammad and the establishment of Islam in the early seventh century, through the Arab conquest and the time of the Arab caliphates, the time of the Ottoman Empire, the age of European imperialism, and into the modern era. *Four credits.* [T]

HST 2014. History of the Holocaust. This course will introduce students to the major events, themes, and perspectives that encompass the darkest time in European history, the Holocaust. Topics will include Antisemitism, the rise of Hitler and the Nazi dictatorship in Germany, the Second World War as Hitler's racial war, the Final Solution and the destruction of the European Jews, the death camps, resistance and post war trials and memory. The perspectives of perpetrator, victims, and bystanders will be explored. Through reading, lecture, film, and discussion, this course examines the origins of the Holocaust, how and why it was perpetrated, and its legacy. *Four credits.*

HST 2103. The Second World War: A Global History. This course will explore the military history of the Second World War in the Mediterranean, European and the Pacific Theaters. It will examine the origins and course of the war, strategy, operations, occupation policy and the Holocaust. *Four credits.* [T]

HST 2111. Britain, Pre-Roman to 1660. This course is a survey of Britain from the earliest times until the Restoration in 1660. Featured will be studies of constitutional development, the role of religion, and interplay with the continent of Europe. *Four credits.* [T]

HST 2112. Britain, 1660-1990. This course is a survey of Britain and its empire from Charles II to the end of Mrs. Thatcher's term as prime minister. Featured will be studies of growth of parliament, the economic transformation of Britain, the creation and end of empire, and Britain as a world power. *Four credits.* [T]

HST 2201. American Identities. This course will explore the factors that have helped Americans to shape their own biographical identities and how those factors have changed over time. Students will examine a variety of biographical and autobiographical projects as a vehicle for exploring the disparate methods for constructing an American identity. *Four credits.* [T]

HST 2202. American Moments. A course focused on particular years or decades in American history, studying decisive events, people, and changes in the context of broader themes in the United States. The course will focus on the chronological moment and its legacy in historical and popular memory. Selection of chronological moments will vary with the assigned instructors for the sections of the course. *Four credits.* [T]

HST 2205. North Carolina: Perspectives on a State's History. This course addresses selected topics in the history of the state of North Carolina, its people, and its role in national and international contexts. *Four credits.*

HST 2212. Native Americans and Europeans: Encounters in Early America. A study of exploration, exchange, and settlement as Native Americans and newcomers negotiated over territories and land usage, and a newly created United States developed continental ambitions. Students will explore the geography of expansion and land use, cultural clashes and exchanges, debates and negotiations over control, and many intermediary contested grounds. *Four credits.* [T]

HST 2215. Comparative Slavery and Bound Labor Systems. This course is a comparative exploration of several slave systems in the world (African/Southwest Asian/American) with consideration of slavery's development and evolution over time. Students would have readings on

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.

all topic areas, discussions, and both topically specific AND comparative paper assignments based on scholarly secondary sources. *Four credits.* [T]

HST 2217. Slavery and Freedom in America. This course explores systems of labor, exploitation, and racism, which developed in the American colonies and early United States. We will also study African American cultures and anti-slavery movements emerging in America during the enlightenment and revolutionary age. *Four credits.* [T]

HST 2220. Revolutionary America. This course will trace the origins, experience, and legacies of the independence movement of the American colonists from England. We will explore the tensions leading to the break, the many participants and their quests, and the contests over the meaning and memory of the revolution and creation of the American republic. *Four credits.* [T]

HST 2227. The Struggle for Control: A History of American Business and Labor. This course examines the rise of American industry across the 19th and early 20th century, the development of monopoly capitalism, and the managerial middle class and the consequent creation of a working-class consciousness and the labor union movement. Coverage would include both agricultural and industrial labor from the late colonial period through the 20th century; the importance of technology; the labor union movement and labor struggles; women's labor; and the impact of globalization. Students would, of course, have readings in all areas and written papers; but would also have possibilities of individual or group projects, including oral histories of farmers/industrial workers/skilled craftspeople/union or anti-union supporters, etc., taken in the general High Point/Central Carolina area and used for class reports/papers. *Four credits.* [T]

HST 2230. Civil War and Reconstruction. This course will explore sectional discord and secession, the war and its impact on the soldiers and the home front, the efforts to reconstruct the nation in the decade after the war, and the contests over the meaning and memory of war. *Four credits.* [T]

HST 2235. U.S. in the World: American Foreign Relations. This course will serve as an introduction to America's relationship with the broader world, with a specialized sub-focus on policy developments in one of four regions: Asia; Latin America; the Middle East; and Europe. Special attention will be paid to the concept of the nation-state and discussion surrounding empire, imperialism, colonialism (Orientalism, colonial and postcolonial theory), containment, dependency theory, and globalization. *Four credits.* [T]

HST 2236. America's Vietnam War. This course is a history of America's war in Vietnam, the political context in which it occurred, the experiences of those involved, and its political, social, and cultural consequences. A history of both U.S. military action in the 1960s and 1970s and the social and cultural upheaval it sparked in American society, this course is a history of the war at home and abroad. *Four credits.* [T]

HST/WGS 2240. U.S. Women's History. This survey course will examine the history of U.S. women, place their experiences in the context of political, social, and cultural change, and consider the ways evolving notions of gender both shaped women's lives and broader U.S. history. Students will examine the lives of famous and unknown women and analyze how their experiences reflected the time and situations in which they lived. *Four credits.* [T]

HST 2247. The Long Civil Rights Movement in the United States. Popular conceptions of the civil rights movement center around the 1950s and 60s: Brown v. Board of Education, Greensboro's Woolworth sit-in, Rosa Parks and Martin Luther King, Jr., SNCC and CORE. But equal rights agitation did not appear whole cloth postwar. This course will introduce students to the long civil rights movement. Students will chart, from the turn-of-the-century forward, the ways the movement started and stalled, changed players and paths, and finally birthed the action of the 1960s and beyond. Particular attention will be paid to local individuals and locations for case studies and sources. *Four credits.* [T]

HST 2251. Hollywood and American History. In this course, students will examine a variety of events, issues, and eras of American history as seen through the lens of Hollywood studios. Students will be introduced to the field of history and memory as we watch one film each week, compare the film treatment to other interpretations of the same subject, and discuss how our collective memories of our past are constructed and revised. *Four credits.* [T]

HST 2301. The Canadian Experiment. This course examines Canadian history from the perspective of the peculiar arrangement of its population. Approximately eighty percent of Canada's population resides in a ribbon about one hundred miles deep and about three thousand miles wide. This pattern underpins the study of Canadian history and its institutions. *Four credits.* [T]

HST 2511. The Mandate of Heaven: A History of China. This course surveys the origins and evolution of the Chinese nation from ancient times to the early 20th century. It will

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discuss and explain the emergence of the Chinese nation, the development of Chinese culture in the pre-modern period and the revolutionary transformation of Chinese culture in modern times. *Four credits.* [T]

HST 2521. Japanese History. This course surveys the origins and evolution of the Japanese nation from ancient to modern times. It will illustrate and explain topics such as the beginnings of the Japanese nation, the rise of the Yamato state, Japanese adoption of Chinese culture in medieval times, the Meiji Revolution and Japan's self-destruction in the 20th century. *Four credits.* [T]

HST 2601. God, Gold, and Glory: Colonial Latin America. This survey explores the history of the region after the 'discovery' of the New World. This course explores the interactions between Amerindians, Europeans, and Africans. The experiences of Spaniards and Portuguese are contrasted and compared as well as the vibrant and creative responses of the native populations. *Four credits.* [T]

HST 2602. Revolutionaries and Dictators: Modern Latin America. The independence of Latin American countries marks a turning point in the history of the region. This course examines the significant changes occurred from the 1820s to the present times. Changes in terms of economy, politics, ideas, and society are some of the major issues discussed in this course. *Four credits.* [T]

HST 2701. Modern Middle East: 1798-1945. This course examines political, economic, intellectual and religious, and cultural developments that have occurred in the Middle East from the late seventeenth century through recent times. The course emphasizes the challenges that political and economic modernity as well as imperialism have made to indigenous institutions and the responses that arose to such challenges. *Four credits.* [T]

HST 2901. Historiography. This course is required for all history majors, and will initiate the student to the method and orientation of historical research. Prerequisites: History majors with sophomore or advanced standing; or permission of instructor. *Four credits.*

HST 3104. Renaissance and Reformation. This course attempts to integrate the Renaissance and Protestant Reformation through a focus on humanism and its role in the creation and spread of the Reformation. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3105. Empires, Soldier Kings and Philosophers. The course will explore the history of Early Modern Europe from 1603-1789. It was an age of profound change that included the Military Revolution, absolutism, Enlightenment, state-building, cultural and social developments, and the emergence of commercial economies. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3106. The French Revolution and Napoleon. This course will explore the political, diplomatic, military, social and intellectual impact of the French Revolution and Napoleonic Era upon France and Europe. Themes will include the origins and course of the Revolution, the Reign of Terror, Europe's response to the Revolution, and the rise and fall of Napoleon's empire. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3107. The Age of Revolutions and the Birth of Modern Europe, 1815-1914. The course will examine the political, diplomatic, economic, social, military and intellectual development of Europe from the Congress of Vienna to the First World War. The industrial revolution, the revolutionary movements, unification of Italy and Germany, and the age of imperialism are all topics to be explored. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3108. Europe in Crisis, 1914 to 1945. This course will explore the political, diplomatic, military, social and economic developments in Europe from World War I through World War II. Themes will include the changing nature of European politics and society, the rise of Communism, Fascism and Nazism and the impact of the World Wars upon Europe. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3121. Modern Russia. This course is a study of political, economic, social, and intellectual developments that occurred in Russia and the former Soviet Union during the last two centuries. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3191. European Economic History. This course will be an examination of the role economic activity played in the rise of Europe in world affairs. The course will review the "early Renaissance" of the 11th and 12th centuries along with a critique of medieval commerce prior to a more thorough examination of how the "commercial revolution" and banking changes of the early Renaissance era began the integration of the European economy. The course will end with the creation of the integrated European community, post WWII. Featured



in the length of the course will be studies of the industrial revolutions, technological changes, modern banking, alteration of government laws to facilitate trade, and the role of empire in economic strength. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3211. Case Studies in American Legal History.

This course will focus on a single topic in American legal history; possibilities include constitution writing, the history of family law, or interpretations of the 14th Amendment. Through this more focused process, students will gain more insight into the factors that cause interpretations of law to change over time. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3212. American Thought and Culture. This class will introduce students to the ideas that have shaped American cultures. Students will explore writings, paintings, films, and other forms of expression in an effort to understand how the ideas of both elites and less reputable members of society become absorbed into the mainstreams of American society. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3214. Place and Space in American History. A study of American historical geography and the importance of place and space in American history. Topics will include the study of rural, urban, and suburban regions, their development, and their relationships, regionalism and regional identities, and the role of expansion in American history. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3218. Asian America. This seminar will introduce students to the experiences of Asian Americans. In an interdisciplinary approach, it will combine history with literary texts to demonstrate and explain the trials and triumphs of Asian immigrants and their descendants in the United States. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3221. The Atlantic World in Transition. This is a reading/discussion/writing course — with a heavy emphasis on cultural development and gaining a better understanding of America's connections to the world. The Atlantic World in Transition is an examination of European, Native American and West African cultures from the immediate "pre-exploration" period of the early 15th century, through first contact situations and the transitional period of cultural exchange from the 17th through

18th centuries. Concentration is given to 1) Western European societies (Spain/Portugal/England/France/The Low Countries) from the eve of exploration through early colonization efforts, including the developing rivalries over territory in the Americas; 2) Meso-American and Eastern Woodland civilizations in the pre-contact period, the effects of early contact and how relationships evolved with various European arrivals; 3) West African societies and the changes wrought in them by increased European contact, both at home and in the transition of enslaved populations to the Americas. The final portion of the course covers the development of creolized societies in the Caribbean and the early settlements of North, South and Central America as the various cultures cross, intertwine and blend. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3222. Enlightenment and Revelation: Rational and Irrational in America.

Cases studies in the intermingling of rational and traditional perspectives as science and enlightenment are developed and unevenly applied in an era of discovery. The case studies will focus on science, discovery, and exploration; popular traditions; the emergence of religious freedom; and clashes and alliances of reason and revelation. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3231. Creating the American Consumer, 1850-1929.

This class will explore the growth of consumer culture in the United States. Topics addressed will include corporate efforts to nurture consumption, shifting ideas about the propriety of consuming and about the intersection of consumption and gender, and conflicting interpretations of the positive and negative impacts of consumerism on American society during this period. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3241. Sex and the City: American Women and the Urban Landscape.

In this seminar students will examine the relationship between the urban environment and women's history. Special attention will be paid to changes in work — working conditions, types of employment offered, the shifting nature of domestic labor — and leisure. Sample class activities include film viewings and analysis of physical structures (such as multiple readings of New York's Central Park — a place for genteel gender performance in the early 20th century or a dangerous urban wilderness in the 1980s?). *Prerequisite: One 1000- or 2000-level history course or permission of the instructor. Four credits.*



HST/WGS 3242. War, Gender, and the Military in U.S. History. This course examines the ways gender and sexuality shape wartime experiences, investigates the symbolic functions of gender and sexuality in warring, and considers the ways wars shape peacetime gender norms. A study of key moments in the history of American wars, the course explores both how gender has shaped Americans' understandings and experiences of war, and how wars have framed social constructions of gender. *Prerequisite:* One 1000- or 2000-level history course or permission of the instructor. Four credits.

HST 3245. Bombs and Ballet: The Cultural Cold War. How does a nation win a war without military action? As "containment" came to dominate post-war American foreign policy, it became clear both to American politicians and the public that perception and propaganda would play an important, if not the most important, role in fending off the Soviets and protecting the American Way of Life. This course will introduce students to major battles of the Cultural Cold War; among them the activities of Voice of America, Texan pianist Van Cliburn, the exchange of the New York City Ballet and the Bolshoi, and the international tours of artists Martha Graham, Dizzy Gillespie, and the musical Porgy and Bess. Particular attention will be paid to issues of cultural hierarchy, government support of the arts, conceptions of the "American" or "Soviet," the role of consumer culture, and the relationship between the Cold War and civil rights. *Prerequisite:* One 1000- or 2000-level history course or permission of the instructor. Four credits.

HST 3262. America Consumed: Mall Rats & Made in the U.S.A.: Postwar Consumption at Home & Abroad. Students will be introduced in this course to the study of postwar U.S. history through the lens of consumption: what we buy, where we buy it, how we pay for it, and why purchasing power is important personally and politically. Special attention will be paid to the emergence of credit, the development of overseas markets, the landscape of consumption, and contemporary advertising. *Prerequisite:* One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST/GBS 3501. United States and East Asia. This seminar explores the origins and development of the relationship between the United States and East Asia. Major topics dealt with in this seminar include the development of trade between the U.S. and China, the opening of Japan, the United States and the Chinese Revolution, world wars in the Pacific world, Korean War, Vietnam War, and the Cold War in East Asia. *Prerequisite:* One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]

HST/GBS 3511. Revolutionary China. This seminar explores the origins, evolution, and decline of the Chinese revolution in the 20th century. Major topics dealt with in this course include the Chinese republican revolution, the early Chinese republic, the rise of the Chinese communist movement, the Chinese civil war, the early People's Republic, and the Great Cultural Revolution. *Prerequisite:* One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]

HST/GBS 3521. Rise of Modern Japan. This seminar explores the experiences of the Japanese in modern times. In an interdisciplinary approach, it will explain the foundations of modern Japan, the Meiji Revolution, Japan's continental expansion to its defeat in World War II and its transformation in the post-WWII period. *Prerequisite:* One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]

HST 3601. Aztecs, Incas, Mayas, and Pre-Columbian Civilizations. This course studies four of the major civilizations of the pre-Columbian world: Mayas, Aztecs, Chibchas, and Incas. This course explores their ideology, economic organization, religion, social structure, and government. Finally, this course also discusses the legacy of these four civilizations. *Prerequisite:* One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST/GBS 3602. Native Peoples of Latin America. This course focuses on the enduring legacy and complexity of the native societies from the colonial to the contemporary scenario. This course examines the cases of Mesoamerica, Brazil, the Caribbean, and the Andes. Topics to be discussed are the colonial conquest, native responses, and the ways in which the Amerindian societies have participated into politics during the modern period. *Prerequisite:* One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]

HST/GBS 3603. Consumption and Material Culture in Latin America. This course examines the relevance of consumption and the study of 'objects' (material cultural) to understand the Latin American past. History is not only the study of 'written' documents. Topics such as environmental management, garbage, architecture, urban planning, consumerism, cuisine, clothes, fashion, and visual arts are important ingredients of this course. *Prerequisite:* One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]

HST 3611. From Quetzalcoátl to Kahlo: A History of Mexico.

A survey of the Mexican history since the pre-Conquest period. This course examines the most significant events of Mexican past. This course also examines the rise of the idea of 'Mexicanness' and shows the complexity, diversity, and vibrant elements of the Mexican culture.

Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST/GBS 3621. History of Brazil. The largest country in Latin America (and the third one in the Americas) has a complex and rich history. This survey explores the history of the 'Terra de Santa Cruz' from the pre-Columbian nomadic civilizations to the modern period. Major topics include the Africanization of Brazil, the Portuguese, Spanish, and Dutch rules, the Empire, the question of the Amazonia, race relations and the concept of 'racial democracy.' Popular culture is also an important issue of this course. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]*

HST/PSC/GBS 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. [GS]*

HST 3702. The Arab-Israeli Conflict. This course is an examination of the dispute that arose between Arabs and Jews from the time of Zionist colonization during the late nineteenth century and the developments that have occurred in this controversy through recent times. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3901. History Detectives. In this course, students will gain hands-on experience of how historians pursue their craft. Students and the professor will spend the semester working collaboratively to research, interpret, and present their findings on a single historical problem selected by the professor. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3902. A Lens on History. This course will introduce students to the production of history using analytical categories such as race, class, or gender. Students will investigate how the method emerged, its basic theories, and most importantly—how the category changes the

type of questions history can ask and the evidence used to answer. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3903. Public History. This course is an introduction to the theory and practices of public history, including applications in museum work, historical sites, and archives and public records. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3904. Oral History. This class will introduce students to the research technique of oral history. Students will study the benefits and pitfalls of oral history as a source of historical evidence, take a seminar that trains them to conduct oral history interviews, and interview local community members on a topic collaboratively constructed by the student and professor. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3905. Student Intern Program. Four to twelve hours credit. (See program description.)

HST 3908. History on the Road. A course that will combine an intensive classroom experience with an experiential learning trip to historical sites. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

HST 3909. Collaborative Research. This course emphasizes active student involvement in the research and writing process with a student working individually with a member of the department faculty. *Prerequisites: One 1000 or 2000 level history course, a 3.45 minimum GPA, and permission of both the instructor and the department chair. Four credits.*

HST 4001. Senior Seminar. This course is required of all history majors. It is a reading and discussion course that covers a specific topic in history. The course emphasizes historiography and considers various interpretations. The student's work in the course will culminate in a substantial research paper done with the close collaboration with a faculty member from the department. *Prerequisite: History majors with senior standing or permission of instructor. Four credits.*

“The successful leader will have, not the loudest voice, but the readiest ear. And his or her real genius may well lie, not in personal achievement, but in unleashing other people’s talent.”

– Warren Bennis

Department of Human Relations, Sociology, and Nonprofit Studies

Dr. David Bergen, *Chair*; Dr. Christine Cugliari; Dr. Joshua Fisher; Dr. Chanyu Hao; Dr. Terrell Hayes; Dr. Paul Namaste; Dr. Sarah Nielsen; Dr. Pamela Palmer; Dr. Chelsea Wentworth.

Degree Requirements

The Department of Human Relations, Sociology and Nonprofit Studies offers the B.A. in Human Relations, The B.A. in Nonprofit Leadership and Management, and the B.A. in Sociology and Anthropology. To graduate from High Point University with these degrees, students must complete the following:

B.A. in Human Relations

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

B.A. in Nonprofit Leadership and Management

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

B.A. in Sociology and Anthropology

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

In addition, the department offers minors in Human Relations, Sociology, Nonprofit Leadership and Management, Leadership, and Anthropology.

Human Relations

The major provides an academic base for students pursuing careers involving interpersonal relationships and emphasizes the human side of professional organizations. Human relations is an academic program grounded in organizational behavior that embraces the theory to practice perspective. Program content integrates an interdisciplinary approach providing a broad-based curriculum based in analytical, conceptual and behavioral studies drawing from the social

sciences and organizational theory. Examples of instructional activities utilized within the major that serve to complement the traditional lecture format include group discussions, student debates, panel presentations, individual and group research projects, service learning, civic engagement, external organizational consultation, practica and internships, off-campus observations and interviews, and case study analysis and presentation. Unique to the major in Human Relations is that these nontraditional approaches strengthen student learning while simultaneously demonstrating the very outcomes valued within the curriculum. With emphasis on a pedagogical approach that is both theoretical and experiential in nature, academic focus is on contemporary knowledge related to the optimization of human interaction for increased performance within the work environment.

The academic major is based upon a core curriculum that addresses the primary competencies in interpersonal and group dynamics, organizational behavior, leadership, conflict resolution, public relations, project management, policy, and research methods. Pedagogical approach is consistent across the curriculum with experiential components integrated into every class. Some courses will meet the experiential component within scheduled class time while other courses will require a significant out-of-class component that solidifies student learning through diverse and comprehensive application of course material. Additionally, a practicum and internship continue to be an integral and required dimension of the major. Required elective choices are personalized to strengthen the major through meeting student interest as related to individualized professional work and graduate study goals.

Graduates with a B.A. in Human Relations are prepared to pursue leadership and management positions within local, national, and international organizations. Examples of post-graduation professional roles of majors include management, sales, human resources, marketing, public relations, project management, training and development, and diverse additional areas. Many majors pursue graduate study in programs within business management, marketing, international management, public relations, conflict resolution, and training and development areas.

Student Learning Outcomes

1. Students will acquire knowledge and skills about human relations from both an individual and systems perspective.
2. Students will acquire expertise in conflict resolution, stress management, group dynamics, leadership development, training and development, project management, policy, social work, nonprofit organizations, and research methodology.



- Students will demonstrate competencies in the field of human relations through the successful completion of professional experiential learning based projects, practicums, and internships.

Requirements for the B.A. in Human Relations (40 credits)

- HRE 1550. Human Relations and Interpersonal Dynamics (4)
- COM 2235. Public Relations Techniques (4)
- HRE 2370. Conflict Resolution and Stress Management (4)
- HRE 2811. Human Relations Practicum I (2)
- HRE 3220. Group Dynamics and Team Development (4)
- HRE 3811. Human Relations Practicum II (2)
- HRE 4220. Contemporary Perspectives on Leadership (4)
- HRE 4811-4815. Internship (4)
- HRE 4880. Policy and Research Methodology (4)

Two courses from the following:

- HRE 2900. Organizational Theory and Design (4)
- HRE 3550. Project Development and Management (4)
- HRE 3600. Intercultural Competence in the Workplace (4)
- HRE 4110. Undergraduate Research (4)
- HRE 4444. Independent Study (4)
- HRE 4450. Seminar in Training and Organizational Development (4)
- NPL 3300. Counseling and the Helping Professions (4)
- SOA 3040. Social & Global Inequalities (4)

Requirements for a Minor in Human Relations (20 credits)

- HRE 1550. Human Relations and Interpersonal Dynamics (4)
- HRE 3220. Group Dynamics and Team Development (4)
- HRE 4220. Contemporary Perspectives on Leadership (4)

Two additional courses in HRE, excluding:

- HRE 2811. Human Relations Practicum I (2)
- HRE 4110. Undergraduate Research (4)
- HRE 4120. Independent Study (4)

Nonprofit Leadership and Management

The Nonprofit Leadership and Management major prepares students for leadership and management positions in the nonprofit sector. Students learn the primary theoretical frameworks of nonprofit management, engage in participatory assignments and projects related to leadership, organizational and community development, and gain professional experience working in a nonprofit organization. Each student

develops a career portfolio that outlines and documents professional experiences they obtain throughout various aspects of the program. As students grow and develop, from their experiences, they are advised in preparing for a career in the nonprofit sector.

Graduates with a B.A. in Nonprofit Leadership and Management are prepared to pursue leadership and management positions on the local level, nationally and internationally. Examples of professional roles in a nonprofit organization are Volunteer Management, Executive Leadership, Fundraising and Development, Financial Management, Human Resources, Marketing and Public Relations and Program Development and Management.

Student Learning Outcomes

- Students will acquire knowledge about nonprofits as an individual unit and the nonprofit sector as a whole.
- Students will acquire expertise of leadership and management specific to nonprofit organizations.
- Students will demonstrate knowledge of nonprofits as an individual unit, the nonprofit sector, leadership and management by successfully completing an experiential learning practicum and internship.

Requirements for the B.A. in Nonprofit Leadership and Management (40 credits)

- NPL 1250. Nonprofit Organizations and the Voluntary Sector (4)
- NPL 2750. Fundraising and Resource Development (4)
- NPL 2811. Nonprofit Leadership and Management Practicum I (2)
- NPL 3250. Program Design, Management, and Evaluation (4)
- NPL 3300. Counseling and the Helping Professions (4)
- NPL 3811. Nonprofit Leadership and Management Practicum II (2)
- NPL 3850. Governance and Leadership (4)
- NPL 4811-4815. Internship (4)
- NPL 4880. Policy and Research Methodology (4)
- HRE 3220. Group Dynamics and Team Development (4)

One course selected from:

- COM 2235. Public Relations Techniques (4)
- HRE 3550. Project Development and Management (4)
- HRE 3600. Intercultural Competence in the Workplace (4)
- HRE 4220. Contemporary Perspectives on Leadership (4)
- HRE 4450. Seminar in Training and Organizational Development (4)
- NPL 4110. Undergraduate Research (4)
- NPL 4444. Independent Study (4)
- SOA 3040. Social & Global Inequalities (4)



Requirements for a Minor in Nonprofit Leadership and Management (20 credits)

NPL 1250. Nonprofit Organizations and the Voluntary Sector (4)
 NPL 2750. Fundraising and Resource Development (4)
 NPL 3250. Program Design, Management, and Evaluation (4)
 NPL 3850. Governance and Leadership (4)

One additional course in NPL or HRE excluding:

NPL 2811. Service Learning Practicum I (2)
 NPL 4110. Undergraduate Research (4)
 NPL 4120. Independent Study (4)

Sociology and Anthropology

The combined major in sociology and anthropology is designed to provide students with a broad-based understanding of human behavior applicable to many professional areas, deliver incredible opportunities for students to engage with the world through internships, research practicums, and collaborative research with faculty and other students, and to position students well as they enter the job market or graduate school. Today's college graduates need a critical-analytical mindset in order to thrive in their future work. Increased economic volatility, heightened cultural diversity within the workforce, and more highly variable job descriptions require a workforce of flexible, yet astute, employees. Our program emphasizes the cultivation of cognitive, interpersonal, and intrapersonal skills through the practical application of sociological and anthropological theory and research methodologies in order to critically assess situations and resolve problems. Additionally, the program aims to develop students into adults who can ask the right questions and craft adept responses to problems in an effort to facilitate positive social change locally, nationally, and globally.

Student Learning Outcomes

1. Students will write, speak and think critically and analytically on sociological and anthropological topics or problems.
2. Students will gain a sound understanding of research methodologies used in sociology and anthropology.
3. Students will gain an overview of key axioms and principles of social thought and their importance in the development of classical and contemporary sociological and anthropological theory.
4. Students will achieve a comprehensive understanding of the major thoughts, ideas, and concepts in sociology and anthropology.

Requirements for the B.A. in Sociology and Anthropology (36 credits)

SOA 1010. The Individual and Society (4)
 SOA 1020. Cultural Anthropology (4)
 SOA 3120. Ethnographic Studies (4) or SOA 3700. Research Methods in Sociology (4)
 SOA 3800. History and Theory of Anthropology (4) **or** SOA 3900. Classical and Contemporary Sociological Theory (4)

One 4000-level SOA elective course. SOA 4020—Senior Thesis I (2) and SOA 4021—Senior Thesis II (2) may be substituted for a 4000-level course.

Sixteen hours of SOA electives selected from the following list:

SOA 2020. Sociology of Mass Communication (4)
 SOA/WGS 2030. Sociology of the Family (4)
 SOA/WGS 2040. Race and Ethnicity (4)
 SOA 2070. Sociological Social Psychology (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: The Anthropology of Religion (4)
 SOA 3020. Appalachian Society and Nonprofits (4)
 SOA 3030. Sociology of Health and Illness (4)
 SOA 3050. Sociology of Education (4)
 SOA 3070. The Social Construction of Deviance (4)
 SOA 3120. Ethnographic Studies (4)
 SOA/COM/WGS 3334. Media Representations: Race, Class and Gender (4)
 SOA/COM 3344. Black American Voices: Stories & Sounds (4)
 SOA/COM 3384. Hip-Hop Culture (4)
 SOA 3400. Economic Anthropology (4)
 SOA 3600. Language and Culture (4)
 SOA 3700. Research Methods in Sociology (4)
 SOA 3800. History and Theory of Anthropology (4)
 SOA 3900. Classical and Contemporary Sociological Theory (4)
 SOA/ENV 4000. Environment & Society (4)
 SOA 4010. Visual Sociology and Social Documentation (4)
 SOA/WGS 4015. Sociology of Work and Family (4)
 SOA 4018. Undergraduate Research (1-4)
 SOA 4020. Senior Thesis I (2)
 SOA 4021. Senior Thesis II (2)
 SOA 4040. Class, Consumption, and the American Dream (4)
 SOA/COM/WGS 4424. Gender Speak (4)
 SOA 4444. Independent Study (1-4)
 SOA 4810-4815. Student Internship (variable credit)

“Human Relations has provided me with so many opportunities to grow personally and professionally with the support of my professors and the knowledge gained from my classes.”

—Cassidy Cloyed, 2010 Graduate

No more than 8 of the 16 elective hours can be fulfilled with the following cross-listed courses: SOA 2264, SOA 2274, SOA 3344, and SOA 3384.

No more than 4 hours of SOA 4810-4815—Internship or SOA 4018—Undergraduate Research can be counted toward fulfilling major requirements.

NOTE. Students majoring in Sociology and Anthropology may not minor in either Sociology or Anthropology.

Requirements for a Minor in Sociology (20 credits)

SOA 1010. The Individual in Society (4)

Four courses selected from the following:

- SOA 2020. Sociology of Mass Communication (4)
- SOA/WGS 2030. Sociology of the Family (4)
- SOA 2040. Race and Ethnicity (4)
- SOA 2070. Sociological Social Psychology (4)
- SOA/WGS 2850. Globalization and Poverty (4)
- SOA 3020. Appalachian Society and Nonprofits (4)
- SOA 3030. Sociology of Health and Illness (4)
- SOA 3050. Sociology of Education (4)
- SOA 3070. The Social Construction of Deviance (4)
- SOA 3700. Research Methods in Sociology (4)
- SOA 3900. Classical and Contemporary Sociological Theory (4)
- SOA/ENV 4000. Environment & Society (4)
- SOA 4010. Visual Sociology and Social Documentation (4)
- SOA/WGS 4015. Sociology of Work and Family (4)
- SOA 4040. Class, Consumption, and the American Dream (4)

One of the four electives selected must be at the 3000-level or higher.

Requirements for a Minor in Anthropology (20 credits)

- SOA 1020. Introduction to Cultural Anthropology (4)
- SOA 2270. Anthropology in Contemporary Society (4)
- SOA 3120. Ethnographic Studies (4)

Select two courses from the following:

- SOA 2450. Introduction to Biological Anthropology (4)
- SOA/WGS 2850. Globalization and Poverty (4)
- SOA 2900. Ritual, Myth, & Meaning: The Anthropology of Religion (4)
- SOA 3400. Economic Anthropology (4)
- SOA 3600. Language and Culture (4)
- SOA 3800. History and Theory of Anthropology (4)

Other Departmental Minors

Requirements for a Minor in Leadership (20 credits)

- HRE 2811. Human Relations Practicum I (2)
- HRE 3220. Group Dynamics and Team Development (4)
- HRE 3811. Human Relations Practicum II (2)
- HRE 4220. Contemporary Perspectives on Leadership (4)
- HRE 4711. Internship** (4)

One additional approved course in HST or PSC (Approved by the appropriate department chair)

**HRE 4711 is a unique internship experience and is in addition to internships required within a student's major/minor.

Student Learning Outcomes

1. Students will acquire knowledge and skills about leadership and leadership development from individual, group and organizational perspectives.
2. Students will acquire expertise in comprehensive human relations theory and practice, leadership theory, leadership development, group and team dynamics, and management theory.
3. Students will demonstrate competencies in the field of leadership and leadership development through the successful completion of professional experiential learning based projects, practicums, and internships.

Course Descriptions

HRE 1550. Human Relations and Interpersonal Dynamics. An examination of the multiple constructs of interpersonal relations linked to achieving both organizational and individual goals and objectives by developing an understanding of human behavior within organizations. Contributing constructs in communication, perception, personality, leadership, motivation, group behavior, organizational structure, change, power, stress, creativity, and values are examined from both theoretical and practical application viewpoints. Topics will include: the interpersonal, technical, and administrative systems of an organization; an overview of project development and management; organizational behavioral effectiveness; and the challenges of the contemporary work environment. *Prerequisites: Freshman, Sophomore or Junior status or permission of the instructor. Four credits.*

HRE 2370. Conflict Resolution and Stress Management.

An exploration of the changing nature of work relationships, interpersonal conflict, and stress in contemporary organizations and personal lives. An understanding of conflict resolution, stress management, negotiation, and mediation in work and personal environments will be developed. Consideration is given to interpersonal interactions, individual performance objectives, social structures, the pressure to achieve, job characteristics, the political climate, and finding nonviolent and constructive outlets to manage and dissipate stressful feelings while creating positive solutions to resolve and strengthen human relationships. Role play, simulations, and small group stress management exercises will be demonstrated. *Prerequisite: HRE 1550. Four credits.*

HRE 2811. Human Relations Practicum I. The primary focus of this course is to introduce the student to the professional field of human relations including the career decision-making process, job search strategies and skills, and relevant professional workplace resources. Career development for human relations majors will be examined through an exploration of related fields, a review of job descriptions and professional role responsibilities, an introspective critique of one's professional self-identity, and the development of critical job related tools. The student will engage in the practical application of professional skills necessary to identify and secure a practicum experience commensurate with career interest. The practicum experience identified and contracted in HRE 2811 will be completed in HRE 3811. *Prerequisite: HRE majors only (16 credit hours in the major). Two credits.*

HRE 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

HRE 2900. Organizational Theory and Design. This course introduces "macro" theories of organizations and provides a comprehensive study of current theories and applied research in organizational effectiveness. Topics of study include the study of organizations, classic and contemporary organizational theory, strategy, organizational structure, the external environment, interorganizational relationships, technology, organizational culture and change, decision-making, conflict, power, and politics. Course emphasis is on active learning techniques, such as case analyses, small group exercises, simulations, and fieldwork. *Prerequisite: HRE 1550. Four credits.*

HRE 3220. Group Dynamics and Team Development.

Navigating interpersonal relationships within small groups and teams is a necessary skill in the workplace. To that

end, this course provides a comprehensive examination of the dynamics of small groups and teams, with particular emphasis on empirical research findings, practical application, and best practices for fostering group effectiveness and team development. Topics of study include group formation, cohesion, group structure, interpersonal influence and power, team leadership, performance, decision-making, and inter-and intra-group conflict. Course emphasis is on active learning techniques such as case analyses, small group exercises, simulations, and field work. *Prerequisites: HRE 1550 and HRE 2370. Four credits.*

HRE/GBS 3317. Contemporary Ireland. A comprehensive study of historical and contemporary Irish profit and nonprofit organizations, Irish culture and society, and Irish political and religious challenges. The student will explore Irish beliefs, norms, and behaviors from the perspectives of the Irish performing arts, traditions, and the visual arts. Extensive travel under the direction of university instructors to Ireland is a required component of the course. *Four Credits. [SA, GS]*

HRE 3550. Project Development and Management.

Introduces specific techniques and insights required to implement projects; explores problems of selecting, initiating, operating and controlling projects; addresses the demands and skills needed by project managers; and encompasses the challenges associated with conducting a project involving diverse people and organizations. A faculty supervised project is coordinated and completed in a workplace setting. The project requires implementation and management of a project proposal and action plan. *Prerequisites: HRE 1550 and HRE 3220. Four credits.*

HRE 3600. Intercultural Competence in the Workplace.

This course explores intercultural competence dynamics within the interpersonal communication process between people within the workplace. Emphasis throughout this class will be on the contemporary global workplace. Using both a focus on theoretical investigation and practical application, students will develop greater skill and competency with intercultural relations. The course includes exploration of such topics as cultural identity, biases, ethnocentrism, intercultural business communication, global teams, international leadership, and global corporate culture. Course emphasis is on active learning techniques, such as role play, small group exercises, simulations, and community involvement. *Prerequisite: HRE 1550. Four credits. [GS]*

HRE 3811. Human Relations Practicum II. This course will give students an introduction to working in the human



relations field with an established professional in a leadership/management position. Students will complete a 40 hour practicum experience (contracted in HRE2811) in a professional setting with an emphasis on learning the practical application of human relations. Completing the practicum experience will assist students with clearly understanding a real world professional position in their area of interest, an opportunity to apply and integrate knowledge acquired from their academic program, and access to experts in the field. Critical to this course is the identification of internship goals and objectives, securing a significant internship experience, and making an effective presentation for approval of the internship experience (to be completed in HRE4811). *Prerequisites: HRE majors only, HRE 2811. Two credits.*

HRE 4110. Undergraduate Research. Undergraduate Research is designed to allow students to develop and practice research methods, such as independent project design, data gathering techniques, data analysis, and report writing, in collaboration with a faculty member. The course will expand on topics covered in the Policy and Research Methodology course. Students must contract with a faculty member to work on an existing research project or to develop a new project, and a specific list of responsibilities must be developed prior to approval. *Prerequisite: HRE 4880. Credit is variable, and depends on the quantity and depth of work.*

HRE 4220. Contemporary Perspectives on Leadership. An advanced leadership development seminar designed to inform and challenge the student on contemporary themes of leadership theory, principles, and practices. The student will be exposed to a broad range of leadership perspectives through readings, leadership assessments, interactions and discussions with practitioners, leadership workshop creation and delivery, and the development of a comprehensive leadership development plan. Emphasis of human relations on change leadership, organization behavior and management, team development, and organizational leadership will be emphasized. *Prerequisites: HRE 1550 and HRE 3220; junior or senior status. Four credits.*

HRE 4444. Independent Study. The study of a particular research problem with the permission of the department chair and under the supervision of a faculty member in Human Relations. *Variable credit.*

HRE 4450. Seminar in Training and Organizational Development. Provides an overview of the training and development functions in business, education, government, and nonprofit organizations. Students will be

introduced to major topics in training and development, including organizational strategy, needs assessment, adult learning, training evaluation, management development, selection of appropriate instructional methods, computer and web-based training, and organizational change and development. Issues in employee development including assessment of employee competencies, opportunities for learning and growth, and the roles of managers in employee development are explored. Application of course concepts will be based in program marketing, proposal writing, funding, workshop development, and evaluation. *Prerequisite: HRE 1550 and HRE 3220. Four credits.*

HRE 4811-4815. Internship. Off-campus internship experience for junior and senior human relations majors. With faculty sponsorship and department approval, students extend their educational experience through internships in diverse settings related to their major studies. *Prerequisite: Human Relations major, and 20 credits in Human Relations. Four credits may be counted toward fulfilling major requirements. Variable credit.*

HRE 4880. Policy and Research Methodology. Policy development, analysis, and implementation are examined within a variety of organizational contexts. Research methods are explored through a practical approach to research and writing in the social sciences. Topics include evaluation of published research, hypothesis development and testing, data collection and analysis, and the writing of a major research report. Emphasis will be placed on the use of empirical evidence in policy creation and writing. Research projects will be formally presented to the public through the Human Relations, Sociology, and Nonprofit Senior Symposium. *Prerequisite: Human Relations major and 20 credits in Human Relations. Four credits.*

NPL 1250. Nonprofit Organizations and the Voluntary Sector. An overview of the role nonprofit and human service organizations hold in contemporary global society. Primary emphasis will focus on the development, leadership, and administration of human services, community programs, and nonprofit organizations. Topics include needs assessments, program development and planning, case management, organizational structure, and working with diverse populations. Readings and discussions will include the political, social, cultural, and economic impacts including advocacy roles involving scientific, environmental, human services, and human rights issues. This course will include a community service component. *Four credits.*

**NPL 2750. Fundraising and Resource Development.**

Fundraising methods, strategies, and techniques are explained relevant to acquiring donation, grants, and social capital to fund and support human services, community programs, and nonprofit organizations. Specific topics include fundraising campaigns and events, donor management, grant writing, and volunteer recruitment and retention. *Prerequisite: NPL 1250. Four credits.*

NPL 2811. Nonprofit Leadership and Management

Practicum I. This course is designed to explain the importance of an academic practicum, secure a practicum site, and provide students with career development in the nonprofit sector. Career development for the nonprofit sector will be examined through an exploration of the depth and breadth of the nonprofit industry, a review of job descriptions and salary information, an introspective critique of one's professional self, the development of a cover letter and resume, and a workshop on networking skills. Students will engage in practical application of the professional skills necessary to identify and secure a practicum experience commensurate with students' career interest. Students will also learn various career development competencies to enhance their professional confidence and prepare them for a practicum (to be completed in NPL 3811) experience. *Prerequisite: NPL majors only (16 credit hours in the major). Two credits.*

NPL 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

NPL 3250. Program Design, Management, and Evaluation.

Program management and evaluation concepts, frameworks, and approaches are explained relevant to designing and monitoring the effectiveness of human services and community programs managed by nonprofit organizations. Specific topics include the needs assessment process, goal, process, and outcome-based program evaluation, and the development of evaluation plans. *Prerequisite: NPL 1250. Four credits.*

NPL 3300. Counseling and the Helping Professions.

Introduction to the practice and field of counseling and related helping professions through an examination of the history and theoretical basis of the field. Topics include the ethical, moral and legal issues of professional practice and the skills and techniques required of a counselor. Students gain skills in applying theories and methods through use of case studies, role playing, simulations, off-campus observations, and other experiential strategies. *Four credits.*

NPL 3811. Nonprofit Leadership and Management

Practicum II. This course will give students an introduction

to working in the nonprofit sector and practice performing the duties of nonprofit leaders and managers. Students will complete a 40 hour practicum experience in a nonprofit organization with an emphasis on learning the practical application of nonprofit management. Completing the practicum experience will assist students with clearly understanding a real world professional position in their area of interest, an opportunity to apply and integrate knowledge acquired from their academic program, and access to experts in the field. Students will also identify and develop internship goals and objectives for their internship experience, secure an internship site, and make a presentation for approval of the intern experience (to be completed in NPL 4811). *Prerequisites: NPL majors only, NPL 2811. Two credits.*

NPL 3850. Governance and Leadership. Examination of leadership and governance as they apply to and impact nonprofit organizations. Leadership study will examine theories as well as strategies, styles, skills, and values. A broad range of exercises will be incorporated to assist student's self-discovery and understanding of leadership. The study of Governance will examine theories of governance, ethics and values, accountability, and fiduciary responsibilities of organization trustees. *Prerequisites: NPL1250 and NPL2750. Four credits.*

NPL 4110. Undergraduate Research. Undergraduate Research is designed to allow students to develop and practice research methods, such as independent project design, data gathering techniques, data analysis, and report writing, in collaboration with a faculty member. The course will expand on topics covered in the Policy and Research Methodology course. Students must contract with a faculty member to work on an existing research project or to develop a new project, and a specific list of responsibilities must be developed prior to approval. *Prerequisite: NPL 4880. Credit is variable, and depends on the quantity and depth of work.*

NPL 4444. Independent Study. The study of a particular research problem with the permission of the department chair and under the supervision of a faculty member in Nonprofit Leadership and Management. *Prerequisite: Permission of instructor. Four credits.*

NPL 4811–4815. Internship. Off-campus internship experience for junior and senior nonprofit leadership and management majors. With faculty sponsorship and department approval, students extend their educational experience through internships in diverse settings related to their major studies. *Prerequisites: Nonprofit Leadership and*

“As a sophomore at High Point University, I have been awarded extraordinary opportunities. Through the Human Relations program, I will be traveling to Ireland this summer and completing my internship with the Disney College Program at Walt Disney World.”

Stephanie Hawley, 2012 Graduate

Management major, and 20 credits in Nonprofit Leadership and Management. Four hours may be counted toward fulfilling major requirements. Variable credit.

NPL 4880. Policy and Research Methodology. Policy development, analysis, and implementation are examined within a variety of organizational contexts. Research methods are explored through a practical approach to research and writing in the social sciences. Topics include evaluation of published research, hypothesis development and testing, data collection and analysis, and the writing of a major research report. Emphasis will be placed on the use of empirical evidence in policy creation and writing. Research projects will be formally presented to the public through the Human Relations, Sociology, and Nonprofit Senior Symposium. *Prerequisites: Nonprofit Leadership and Management major and 20 credits in Nonprofit Leadership and Management. Four credits.*

SOA 1010. The Individual in Society. This course serves as an introduction to the science of sociology. Through sociological readings, class discussions, and visual media we will explore prominent sociological principles, concepts, theories, and ideas. Emphasis will be placed on applying sociological insights to understanding various facets of contemporary life and how we as individuals are influenced by the various social environments and social institutions in which we interact. *Four credits. [S]*

SOA 1020. Introduction to Cultural Anthropology. Cultural anthropology is the comparative study of society, culture, and human diversity. This class will focus on the various ways that peoples' lives are shaped by social relations, history, political economy, and cultural images. In this course, anthropology will be explored through diverse readings from within the discipline as well as present a survey of the different theoretical approaches that anthropologists have taken in their studies of various cultures and societies. The course will introduce students to the areas of inquiry of cultural anthropology: family and social organization, religion, beliefs and rituals, conflict, social control, exchange and transactions, social suffering and healing, globalization, transformations of citizenship, alterations in local worlds, individual agency and social structure, and other topics. This course will also serve to introduce students to ethnographic fieldwork methods and to the practice of anthropology. *Four credits. [S]*

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. Sociological Social Psychology. Social psychology is a field that bridges the disciplines of sociology and psychology. Broadly defined, social psychology is the study of the individual in society: how individuals, as social beings, are created by society and how society is in turn created and sustained by individuals. This course will focus primarily on the sociological side of social psychology from the symbolic interactionist perspective. This means our analysis will focus on social interaction as the means by which "reality" is created and sustained. We will be especially attentive to talk-in-interaction as the central activity through which the social organization of our everyday lives is produced. *Prerequisite: SOA 1010 or SOA 1020. Four credits.*

SOA 2270. Anthropology in Contemporary Society. This course examines a broad range of theories in contemporary cultural anthropology and investigates how these frameworks are applied to important issues and questions in today's society. Focus will include how these theories relate to various methodologies for understanding different aspects of culture. The course is organized around readings, discussions, and writing assignments that reflect a wide range of important contemporary topics. These include

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consideration of the role of structure and agency in shaping social and cultural phenomena, as well as an assessment of several central intellectual constructs in anthropology, including the body, gender, power, and property. A central question of the course is: What critical issues do anthropologists attempt to address as they develop and apply explanatory frameworks to contemporary social and cultural processes? *Prerequisite:* SOA 1010 or SOA 1020. *Four credits.*

SOA/WGS/COM 2274. Women, Gender, and Culture.

This course is an interdisciplinary survey of the historical and contemporary practices and perspectives of women's studies in America, exploring the range of voices from our forefathers of past decades to young females today. We will question system of oppression, differences, and hierarchies; look at the interactions of sexuality and power; examine the social construction of gender; explore the performative aspect of gender; delve into women's connection to both high and popular culture; and analyze the ways in which our society inscribes gender on our physical bodies. Attention will also be given to various situations of women outside of the United States. *Four credits.*

SOA/COM 2282. Players, Gamers, and Game Cultures.

Examination of games and gaming culture with a focus on players. Particular emphasis on emergent cultures, socialization processes and normative practices, and identity. *Prerequisite:* ENG 1102 or ENG 1103. *Four credits.*

SOA 2450. Introduction to Biological Anthropology.

This course will focus on the biology and evolution of humans and their closest living relatives. As a result, it will cover introductions to human genetics and evolutionary theory, primate behavior and ecology, human prehistory and evolution, and the origins of civilization and biological variation of modern humans. It will use a combination of lectures and discussion- & lab groups to leave students with a better understanding of their biology and heritage, and better problem-solving skills as they begin to think critically about what has been written about a variety of topics. *Four credits.* [S]

SOA/WGS 2850. Globalization and Poverty. This class is designed to confront the hard truths about globalization, a kind of open-ended question about our common humanity, and globalization's inevitable links to social inequality and suffering. In the first half of the course, we will critically engage popular discourses of globalization (and the metaphors that drive it), and we will build an understanding of the actual, existing political economic, technological, and

social processes that enable globalization as well as world poverty. In the second half of the course, we will investigate through ethnographic case studies the subtle cultural processes that shape and are shaped by global structures and that instantiate non-Western globalizations. *Prerequisite:* SOA 1010 or SOA 1020. *Four credits.*

SOA 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

SOA 2900. Ritual, Myth, and Meaning: The Anthropology of Religion.

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 3020. Appalachian Society and Nonprofits. This course is designed to integrate a sociological examination of a specific region with knowledge regarding how nonprofits respond to the challenges and strengths of their community. The culture, social institutions, social problems and the organizational responses to them in the Appalachian region will be examined. Fall Break will be spent exploring a specific region of Appalachia to learn more thoroughly about the culture of the region, the challenges facing the locale, and how specific nonprofits are addressing the needs of their community. Student self-directed research will be emphasized throughout the course. *Prerequisite:* SOA 1010 or SOA 1020. *Four credits.* [SA]

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 3050. Education and Society. The purpose of this course is to examine the relationship between education and society as it is structured and implemented through formal schooling. As a social institution, the educational system is affected by cultural, economic, political, and organizational forces and, in turn, affects other social institutions, groups, and individual members of society. We will explore these relationships while analyzing the various institutional components (teachers, curriculum, funding, etc.) at a number of levels (classroom, school, school district, etc.) with a particular focus on the relationship between education and social stratification. *Prerequisite:* SOA 1010 or SOA 1020. *Four credits.*

SOA 3070. The Social Construction of Deviance. How sociologists think of deviance is much different than the view held by the general public. Sociology does not classify behaviors as absolutely moral or immoral but views behavior in relative terms. This course will focus on the following aspects of deviance: How it is defined; the theoretical explanations offered for it; the methodologies used by sociologists who study it; the process by which deviance is socially constructed; how individuals and groups manage the shame and stigma accompanying a deviant identity; how deviants organize their lives; the characteristics associated with the different types of deviant acts; and how individuals enter into and exit out of deviant careers. Students will be expected to engage in observational research and may collaborate with the instructor in performing field experiments with IRB approval. *Prerequisite:* SOA 1010 or SOA 1020. *Four credits.*

SOA 3120. Ethnographic Studies. 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 3220. Religion and Politics in Latin America. This course examines the deep connection between religion and politics in Latin America using the interpretive framework of ethnography. Emphasis will be placed on the nature of the religion-politics connection at different moments in time (conquest, nation-building, and contemporary eras), the historical evolution of the religion-politics connection on national and transnational levels, and the evolving variety of actually existing faiths, traditions, and beliefs — Catholic, Protestant, indigenous, and syncretic — in the diverse manifestations of everyday life. This course will develop ethnographic perspectives on religion and politics as a way of understanding social and cultural change. *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/COM 3384. Hip-Hop Culture. A theoretical exploration of the social impact and cultural contributions of hip hop. Emphasis is given to its intersection with race, gender, sexuality, nationality, economics, and politics as well as its rhetorical roots. *Prerequisite:* ENG 1102 or ENG 1103. *Four credits.*

SOA 3400. Economic Anthropology. This course is about the issues, methods, and concepts of economic anthropology and the diverse systems of production, distribution, exchange, and consumption in Western and non-Western societies. In the first part of the course, we will develop an understanding of some of the central approaches of economic anthropology, particularly subsistence, exchange, gift-giving, reciprocity, as well as rational choice, property, labor, and value. In so doing, we will develop an understanding of the theoretical and epistemological bases of economic theories regarding both “primitive”



or “pre-capitalist” economies to modern, market-based economies. In the second part of the course, we will explore the approach of economic anthropology through ethnographic research. We will examine these economic phenomena through the lens of gender, religion, ethnicity, and the environment and, in so doing, deconstruct the modern discourse of “the economy” as a self-enclosed system. An enduring question throughout is whether or not Western economics is an appropriate analytical tool for all societies. *Prerequisite: SOA 1010 or SOA 1020. Four credits.*

SOA 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 3700. Research Methods in Sociology. 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 3800. Interpreting Culture: History and Theory in Anthropology. Theory is pervasive in all knowledge. It

manifests in the assumptions we make about the world, the questions that we choose to ask, the kind of knowledge that we seek, and what we ultimately observe (or fail to). To study theory is, therefore, to study systems of thought, their historical generalization, application, critique, and revision. In this class we will map the genealogy of anthropological scholarship across three national traditions (American, British, and French) with special attention to the enduring impact of specific anthropologists and schools of research. We will also work to situate these systems of thought within the informing context of wider historical forces such as colonialism, industrialization, the rise of global capitalism, world wars, nationalism, and globalization. Ultimately, our goal is to sensitize ourselves to what is at stake in anthropological knowledge, well beyond the confines of a single academic discipline. *Prerequisite: SOA 1010 or SOA 1020 and one additional SOA course. Four credits.*

SOA 3900. Classical and Contemporary Sociological 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 given to possible long-term consequences. This course explores those purposes and analyzes from both a sociological and anthropological perspective the social causes and consequences of environmental change. Specifically, we will focus on the relationships between the social and physical environments and the role politics, technology, and global inequalities play. We will also explore how humans might reverse the destructive course we are on in a way that is both responsible and sustainable for future generations of humans and other species. *Prerequisites: SOA 1010 or SOA 1020 and SOA 3120 or SOA 3700 or permission of the instructor. Four credits.*

SOA 4010. Visual Sociology and Social

Documentation. Visual sociology explores the social world through both the content and context of visual mediums such as film, photography and video. Topics to be explored include: How meaning is created and transmitted visually; how visual media can be used to communicate sociological understandings to professional and public audiences; how innovative 21st century technologies are transforming contemporary social life and the consequences associated with these changes. In addition, appropriate methodologies and theories applicable to the collection and analysis of all kinds of visual texts will be discussed so that students may engage in social documentation with an aim toward capturing social conditions with the use of the camera and video recorder as an observational and documentary tool. *Prerequisites: SOA 1010 or SOA 1020 and SOA 3120 or SOA 3700 or permission of the instructor. Four credits.*

SOA/WGS 4015. 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 4018. Undergraduate Research.

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 4040. Class, Consumption, and the American

Dream. Since the mid-20th century, pursuit of the American Dream has increasingly come to be associated with materialist acquisitions. This course investigates the relationship between socioeconomic position in the U.S. class system and one's ability to realize the American Dream. It examines how wealth, prestige, and power are distributed; looks at the paradoxes associated with the idea of meritocracy and consumption as likely paths to be taken in realizing the American Dream; and explores alternative life style choices as potential indicators of a re-visioning of the American Dream. *Prerequisites: SOA 1010 or SOA 1020 and SOA 3120 or SOA 3700 or permission of the instructor. Four credits.*

SOA/WGS/COM 4424. Gender Speak. This course—coming from both a theoretical and practical perspective—will focus on gender literacy, providing you with the tools to be more conscious and mindful of the ways you choose to communicate gender. Springing from a social constructionist framework, we will examine our society's normalized gendered practices and seek ways to understand how to negotiate that system with agency. *Prerequisites: Junior Standing or permission of instructor. Four credits.*

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

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

“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

Department of Mathematics & Computer Science

Dr. Robert Harger, *Chair*; Dr. Lisa Carnell; Dr. Edward Fuselier; Dr. Jenny Fuselier; Ms. Melissa Glass; Mr. Adam Graham-Squire; Dr. Ron Lamb; Dr. Allison McAlister; Ms. Patricia O'Connor; Dr. Karen O'Hara; Dr. Lindsay Piechnik; Dr. Scott Russell; Mr. Roger Shore; Dr. Kim Titus; Ms. Brielle Tyree; Dr. Laurie Zack.

The department offers programs leading to the B.S. degree with majors in mathematics, computer science, actuarial science, and mathematical economics. The department also offers programs leading to the B.A. degree with majors in mathematics and computer science and minors in mathematics, computer science, and statistics. Through these programs, the department's primary goal is to develop the aptitudes and analytical skills required for use and understanding of each discipline. The curricula are designed around the abilities and needs of average students but allow exceptional students to excel in their area of interest. In each discipline, the instructor guides the student in discovery and learning of new ideas rather than presenting carefully structured theories. Applications are used throughout to illustrate and motivate new material. Most topics are developed by means of an interplay between applications, problem solving, and theory. Early courses are designed to appeal to a broad audience of university students, while higher level courses are more focused.

In addition to those who choose to major in mathematics or computer science, students enrolled in mathematics, computer science, and statistics courses have varying backgrounds and interests:

- those needing the mathematical and computational skills required in such fields as science and engineering;
- persons enrolled in the Educator Preparation Program;
- students of business, economics, and the social sciences who must be familiar with statistics and matrix operations;
- students in Information Systems who wish to round out their education with additional coursework in computer programming, computer architecture or operating systems;
- students who wish to strengthen their background in preparation for graduate or professional examinations 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 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 3200 Mathematical Statistics and Data Analysis.

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.

Upon completing the Computer Science Program at High Point University, students will:

1. Be able to apply problem solving, basic scientific methods, and mathematics in the design, analysis, and implementation of a program solution to a computer science problem.
2. Be experienced in team and collaborative work.
3. Possess a broad knowledge of computer science and substantial knowledge of one key elective area.
4. Be able to clearly convey technical material through both formal written papers and oral presentations.

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.

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

1. Be able to creatively solve mathematical problems.
2. Be able to communicate mathematically.
3. Be able to learn and retain basic knowledge in the core branches of mathematics.

Degree Requirements

The Department of Mathematics and Computer Science offers both the B.A. and B.S. degrees in Mathematics and Computer Science, and the B.S. degree in Actuarial Science and Mathematical Economics. To graduate from High Point University with these degrees, students must complete the following:

B.A. in Mathematics

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

B.S. in Mathematics

Major Requirements.....	56 credits
University Core Requirements.....	50 credits
Electives.....	22 credits
TOTAL.....	128 credits

B.A. in Computer Science

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

B.S. in Computer Science

Major Requirements.....	64 credits
University Core Requirements.....	50 credits
Electives.....	14 credits
TOTAL.....	128 credits

B.S. in Actuarial Science

Major Requirements.....	66 credits
University Core Requirements.....	50 credits
Electives.....	12 credits
TOTAL.....	128 credits

B.S. in Mathematical Economics

Major Requirements	64 credits
University Core Requirements.....	50 credits
Electives	14 credits
TOTAL.....	128 credits

The department also offers minors in Mathematics, Computer Science, and Statistics.

Bachelor of Science in Mathematics (56 credits)

- MTH 1410. Calculus I (4)
- MTH 1420. Calculus II (4)
- MTH 2410. Calculus III (4)
- MTH 2210. Introduction to Mathematical Thought (4)
- MTH 2310. Linear Algebra (4)
- MTH 4110. Abstract Algebra (4)
- MTH 4310. Introduction to Real Analysis (4)
- CSC 1710. Introduction to Programming (4)

Select one course from the following (4):

- MTH 3150. Probability (4)
- STS 3200. Mathematical Statistics and Data Analysis (4)
- STS 3210. Linear Statistical Models (4)

Three MTH electives at the 2000 level or above (Not to include MTH 3610, MTH 4910 or MTH 4920) (12)
PHY 2010 & 2020 (8)

Bachelor of Arts in Mathematics (40 credits)

- MTH 1410. Calculus I (4)
- MTH 1420. Calculus II (4)
- MTH 2210. Introduction to Mathematical Thought (4)
- MTH 2310. Linear Algebra (4)



- MTH 3960. Historical Development of Mathematics (4)
- MTH 4110. Abstract Algebra or MTH 4310 Introduction to Real Analysis (4)
- CSC 1710. Introduction to Programming (4)
- Three MTH electives at the 2000 level or above (Not to include MTH 3610, MTH 4910 or MTH 4920) (12)

In addition to the courses required for the major, students wishing to graduate with departmental honors need to also complete MTH 4910 and MTH 4920.

Bachelor of Science in Computer Science (64 credits)

- MTH 1410. Calculus I (4)
- MTH 1420. Calculus II (4)
- MTH 2210. Introduction to Mathematical Thought (4)
- MTH 2310. Linear Algebra (4)
- CSC 1710. Introduction to Programming (4)
- CSC 1720. Advanced Programming with Data Structures (4)
- CSC 2710. Advanced Data Structures with Algorithm Development (4)
- CSC 3310. Theory of Computation (4)
- CSC 3410. Assembler Language and Architecture (4)
- CSC 4210. Operating Systems (4)
- CSC 4510. Programming Language Design and Translation (4)

Select three courses from the following (12):

- CSC 2210. Web Development II (4)
- CSC 3360. Visual Effects, Animation, and Computer Graphics I (4)
- CSC 3460. Networking and Network Programming (4)
- CSC 3710. Software Design and Engineering (4)
- CSC/MTH 3910. Numerical Methods (4)
- CSC 4310. High Performance Computing (4)
- CSC 4360. Visual Effects, Animation, and Computer Graphics II (4)



One of the following science sequences:

- BIO 1399 and one of BIO 2110, 2120, 2139
- CHM 1510, 1511, 1520, 1521
- PHY 2010 & 2020

Bachelor of Arts in Computer Science (44 credits)

- MTH 1410. Calculus I (4)
- MTH 1420. Calculus II (4)
- MTH 2310. Linear Algebra (4)
- CSC 1710. Introduction to Programming (4)
- CSC 1720. Advanced Programming with Data Structures (4)
- CSC 2710. Advanced Data Structures with Algorithm Development (4)
- CSC 3410. Assembler Language and Architecture (4)
- Four CSC electives—At least one at the 4000 level (Not to include CSC 4910 or CSC 4920) (16)

In addition to the courses required for the major, students wishing to graduate with departmental honors need to also complete CSC 4910 and CSC 4920.

Bachelor of Science in Actuarial Science (66 Credits)

- ACC 2010. Financial Accounting (4)
- ECO 2030. Principles of Macroeconomics (4)
- ECO 2050. Principles of Microeconomics (4)
- FIN 3010. Financial Management (4)
- FIN 3020. Investment Analysis (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 3910. Numerical Methods (4)
- STS 3200. Mathematical Statistics and Data Analysis (4)
- STS 3210. Linear Statistical Models (4)
- STS 3250. Time Series and Forecasting (4)
- STS 4110. Life Contingencies (2)
- CSC 1710. Introduction to Computer Programming (4)

Bachelor of Science in Mathematical Economics (64 Credits)

- MTH 1410. Calculus I (4)
- MTH 1420. Calculus II (4)
- MTH 2410. Calculus III (4)
- MTH 2310. Linear Algebra (4)

The mathematical sciences particularly exhibit order, symmetry, and limitation; and these are the greatest forms of the beautiful.

– Aristotle

MTH 3410. Differential Equations (4)
STS 2610 or STS 3200 (4)
STS 3210. Linear Statistical Models (4)
STS 3250. Time Series and Forecasting (4)
ACC 2010. Financial Accounting (4)
FIN 3010. Financial Management (4)
ECO 2030. Principles of Macroeconomics (4)
ECO 2050. Principles of Microeconomics (4)
ECO 3030. Intermediate Macroeconomics (4)
ECO 3050. Intermediate Microeconomics (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)

Minor in Mathematics (20 Credits)

MTH 1310. Calculus for Business & Social Sciences (4) or
MTH 1410. Calculus I (4)
MTH 1420. Calculus II (4)
MTH 2310. Linear Algebra (4)
Two MTH electives at the 2000 level or above (8)

Minor in Computer Science (20 Credits)

CSC 1710. Introduction to Programming (4)
CSC 1720. Advanced Programming with Data Structures (4)
Three CSC electives (12)

Minor in Statistics (20 Credits)

One course selected from the following (4):
STS 2020. Introduction to Statistics (4)
STS 2610. Quantitative Methods (4)
STS 3200. Mathematical Statistics and Data Analysis (4)
PSY 2100. Statistics for Psychology (4)

Four courses selected from the following (16):

ECO 3150. 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 3109. Nonparametric Statistics (4)
STS 3200. Mathematical Statistics and Data Analysis (4)
(If not selected above)
STS 3210. Linear Statistical Models (4)
STS 3250. Time Series and Forecasting (4)
STS 3410. Surveys and Sampling (4)
STS 4444. Independent Study (1-4)

Course Descriptions

MTH 1010. Functions and Graphs. By creating, using, and interpreting graphs, students will investigate real world applications of linear, exponential, power, and logarithmic functions. Topics will include scientific notation, units and significant figures, curves and data, and systems of equations. *Not open to students who have credit for any other mathematics course. This course does not meet the general education requirement in mathematics. Four credits.*

MTH 1110. Topics in Contemporary Mathematics. Illustrations of contemporary uses of mathematics, varying from semester to semester, frequently including topics from: graph theory, theory of apportionment, voting theory and methods, counting methods, probability, personal finance, and game theory. *Four credits. [Q]*

MTH 1130. Finite Mathematics. A study of sets, counting techniques, basic probability theory, stochastic processes, random variables, probability distributions, descriptive statistics, matrices, and linear systems of equations. Emphasis is on mathematical model comprehension and problem solving in the areas of business and the life and social sciences. *Prerequisite: MTH 1010 or placement. Four credits. [Q]*

MTH 1150. Survey of Mathematics. A survey of mathematical ideas suitable for liberal arts majors. Topics may include mathematical modeling, concepts of algebra, consumer mathematics, numeration systems, logic, mathematical systems, geometry, and set theory. *Prerequisite: MTH 1010 or placement. Topics may vary by semester. Four credits. [Q]*

MTH 1300. Mathematical Models for Business and Social Sciences. A study of mathematical models using linear, quadratic, rational, exponential, and logarithmic functions. Emphasis on constructing models for applications relating to business, economics, and social sciences. Topics may also include matrix algebra, mathematics of finance, and probability. *Prerequisite: MTH 1010 or placement. Four credits.*

MTH 1310. Calculus for Business & Social Sciences. An introduction to the concepts of differentiation and integration with emphasis on their applications to solving problems that arise in business, economics, and social sciences. *Prerequisite: MTH 1010 or placement. Four credits. [Q]*

MTH 1400. Precalculus. 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

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role and lead to graphing, data analysis, and modeling. *Prerequisite: MTH 1010 or placement. Four credits. [Q]*

MTH 1410. Calculus I. Differential and integral calculus of functions of a single real variable, including trigonometric, exponential, and logarithmic functions. The course will cover limits, continuity, differentiation, applications of derivatives, introduction to integration, the Fundamental Theorem of Calculus, and definite integrals. Derivatives and integrals are explored graphically, symbolically, and numerically. *Prerequisite: MTH 1400 with a grade of C- or higher, or placement. Four credits. [Q]*

MTH 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. *Prerequisites: MTH 1410 with a grade of C- or higher or MTH 1310 with a grade of B- or higher. Four Credits.*

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 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 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 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

MTH 3110. Mathematics of Finance. A study of the theory of interest and its applications. Topics include compounding, nominal and effective rates of interest, force of interest, valuation of annuities, amortization, bond valuation, asset liability management, and derivative investment. *Prerequisite: MTH 1420. Four credits.*

MTH 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 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, conformal mapping. *Prerequisite: MTH 2410. Four credits.*

MTH 3610. Mathematical Methods for the Physical Sciences. Survey of mathematical methods for the physical sciences. Complex numbers and Euler's formula; partial differentiation, multi-variable integration and vector analysis; ordinary differential equations and Green's functions; partial differential equations and series solutions of differential equations; coordinate transformations, eigenvectors, and matrix manipulation; Fourier series; distribution functions of probability. Applications to the physical sciences. *Prerequisite: MTH 1410. This course does not satisfy requirements towards a major or minor in mathematics. Four credits.*

MTH 3710. Geometry. Incidence and affine geometry, parallel postulates, Euclidean and non-Euclidean geometry. Models and the development of Euclidean geometry. *Prerequisite: MTH 2210. Four credits.*

MTH 3810. Combinatorics. Basic principles of counting: addition and multiplication principles, enumeration techniques, including generating functions, recurrence formulas, rook



polynomials, the principle of inclusion and exclusion, and Polya's theorem. This course will also cover basic concepts of graph theory: graphs, digraphs, connectedness, trees and graph colorings. *Prerequisite: MTH 2210. Four credits.*

MTH/CSC 3910. Numerical Methods. Algorithm behavior and applicability. Interpolation, roots of equations, systems of linear equations and matrix inversion, numerical integration, numerical methods for ordinary differential equations, and matrix eigenvalue problems. *Prerequisites: MTH 2310 and CSC 1710. Four credits.*

MTH 3960. Historical Development of Mathematics. The major mathematical developments from ancient times to the 21st century. The concept of mathematics, changes in that concept, and how mathematicians viewed what they were creating. *Prerequisites: MTH 1420, MTH 2210, and MTH 2310. Four credits.*

MTH 4010. Number Theory. Introduction to elementary additive and multiplicative number theory, including divisibility properties of integers, congruence modulo n , linear and quadratic congruences, some Diophantine equations, distribution of primes, and additive arithmetic problems. *Prerequisite: MTH 2210. Four credits.*

MTH 4110. Abstract Algebra. An introduction to groups, homomorphisms, cosets, Cayley's Theorem, symmetric groups, rings, polynomial rings, quotient fields, principal ideal domains, and Euclidean domains. *Prerequisite: MTH 2210. Four credits.*

MTH 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 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.*

CSC 1210. Web Development I. An introduction to the technologies related to creation of a World Wide Web site. Emphasis will be placed on the latest languages and techniques used to create a dynamic site. Other topics may include image editing, simple animations, human-computer interaction and multimedia. Each student will participate in a series of projects that focuses on the creation of a dynamic interactive web site. *Four credits.*

CSC 1710. Introduction to Programming. An introduction to the fundamentals of programming using a high-level, object oriented language such as C++ or Java. Emphasis will be placed on syntax and semantics of the language to write correct, efficient, and easily modifiable programs. Topics include but not limited to assignment statements, conditional and iterative control structures, functions, simple data structures, and software development. *Four credits.*

CSC 1720. Advanced Programming with Data Structures. This is a continuation of CSC 1710 covering more advanced fundamentals of programming including problem-solving strategies, the concept of an algorithm and basic data structures. Various programming concepts will be introduced such as recursion, string processing, records, sorting, searching, linked lists, trees and object oriented programming. *Prerequisite: CSC 1710. Four credits.*

CSC 2210. Web Development II. A continuation of CSC 1210 with the emphasis on human-computer interface and the usage of a database to facilitate the retention and delivery of information. Various scripting languages such as Perl, Php, and Python will be used during the course. Other topics may include Deamweaver and Flash. Each student will participate in a series of projects that will focus on creation of a dynamic interactive web site. *Prerequisite: CSC 1210 or CSC 1710. Four credits.*



CSC 2710. Advanced Data Structures with Algorithm Development. This is a continuation of CSC 1720 where the focus is on algorithm development utilizing advanced data structures such as graphs and trees. Various programming strategies will be addressed such as greedy, Divide and Conquer, backtracking, branch and bound and dynamic programming. Other topics include recursion, algorithm analysis, object oriented programming with inheritance and event driven programs. *Prerequisite: CSC 1720. Four credits.*

CSC 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

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: MTH 2210. Four credits.*

CSC 3360. Visual Effects, Animation and Computer Graphics I. An in-depth examination of how graphics are implemented on a computer, with an emphasis on creating two-dimensional graphics using a standard API. Students will use the facilities provided by a standard API to express basic transformations such as scaling, rotation, and translation. Additional topics include: introduction to Maya, performance issues, input devices, real-time graphics and interaction, collision detection, and sound. *Prerequisite: CSC 1710 or CSC 2210, or permission of the instructor. Four credits.*

CSC 3410. Assembly Language and Architecture. An introduction to instruction set architecture, microarchitecture, and system architecture. Topics include basic computer organization, digital logic circuits, design of the central processor and memory, addressing techniques, data representation, and fundamental programming techniques in assembly and machine language as it relates to operating systems and high level languages. *Prerequisite: CSC 1720. 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. *Prerequisite: CSC 1720. Four credits.*

CSC 3710. Software Design and Engineering. Study of 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. *Prerequisite: CSC 2710. 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. *Prerequisite: CSC 3410. 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. *Prerequisite: CSC 2710. Four credits.*

CSC 4360. Visual Effects, Animation and Computer Graphics II. A continuation of CSC 3360 with an emphasis on creating three-dimensional graphics using a standard API. Additional topics include: game engines, performance issues, input devices, real-time graphics and interaction, collision detection, sound, artificial intelligence and terrain rendering. *Prerequisites: CSC 2710 and CSC 3360, or permission of the instructor. 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 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 1720 and CSC 3310. Four credits.*

Do not worry about your difficulties in mathematics; I assure you that mine are greater.

– Albert Einstein

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 4610. System Administration. A practical course in the maintenance of hardware and software on departmental equipment. Each student will assist in system administration activities such as: user account generation, software installation, web site maintenance, workstation cloning, clustering, and backups in a variety of environments including Linux, Mac OS X and Microsoft Windows. *Prerequisite:* CSC 1720 or permission of the instructor. One credit.

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

CSC 4910. Undergraduate Research I. Investigation of some topic in computer science to a deeper and broader extent than typically done in a classroom situation. *Prerequisite:* Junior status or permission of the instructor. Two credits.

CSC 4920. Undergraduate Research II. A continuation of CSC 4910. At the conclusion of the course, results will be given in both a written paper and an oral presentation to the seminar participants and the department faculty. *Prerequisite:* CSC 4910. Two credits.

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. Quantitative Methods. An introduction to statistical applications from a business perspective. Topics include: probability, estimation, hypothesis testing, categorical data analysis, linear regression, statistical quality control, and time series forecasting. *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 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, or PSY 2100. Four credits.

STS 3200. Mathematical Statistics and Data Analysis. A study of probability and the mathematical foundations of basic inference techniques. Topics include discrete and continuous probability distributions, sampling distributions, estimation, hypothesis testing, and linear regression. *Prerequisite:* MTH 1310 or MTH 1410. 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 3200, or PSY 2100. Four credits.

STS 3250. Time Series and Forecasting. Box-Jenkins analysis, tests for nonstationarity, ARIMA models, estimation and hypothesis tests for model parameters, seasonality, heteroskedasticity, and forecasting. *Prerequisite:* STS 3210. 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 3200, or PSY 2100. Four credits.

STS 4110. Life Contingencies. A theoretical coverage of actuarial models used for insurance and other financial risks. The topics covered in this course correspond to topics tested in Society of Actuaries Exam MLC. *Prerequisites:* MTH 2410, MTH 3110, and MTH 3150. Two credits.

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

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



Department of Modern Foreign Languages

Dr. Hayden Carron, *Interim Chair*; Mrs. Carolyn Adams; Mr. Jody Bowman; Mrs. Judy Yuen Danley; Dr. Sara DeNicolas; Dr. Claudia Femenias; Mr. Frank Freeman; Mrs. Maria Laquale; Dr. Jean-Francois Llorens; Ms. Loredana Moccia; Ms. Mariana Murty; Mrs. Virginia Nunez; Ms. Mina Ouakrim; Mrs. Teresa Parker; Ms. Tonilena Soranno; Dr. Adam Winkel.

Programs Offered

The Modern Foreign Languages Department offers majors and minors in French & Francophone studies and Spanish, a minor in Chinese, and several levels of instruction in Arabic, German, Japanese, Portuguese, and Russian. The department also offers the business language courses in Chinese, French, Italian, and Spanish needed for completion of the major in international business and certificate programs in French Language, Italian Studies, and Business French. Additionally, the department offers foreign language courses to complement the major in International Relations and the Spanish courses needed for the minor in Latin American Studies. The department also offers the core of Spanish courses needed for K–12 certification.

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 principal goals of the Modern Foreign Languages Department are:

1. to help students develop an awareness of and a respect for other cultures;
2. to foster tolerance for cultural differences;
3. to encourage students to expand their thinking process;
4. to foster creativity;
5. to provide a venue for social interaction;
6. to help students develop an awareness of their own value system;
7. to enhance the student's linguistic and cultural skills;
8. to help students improve their communication skills;

9. to help students understand the value of language study as a vehicle for learning in a variety of areas;

10. to help students become aware of career options involving active use of foreign language in such fields as teaching, international business, international studies, communications, science, the arts, etc.

Requirements

The General Education Requirements include credit in a foreign language as a basic requirement for graduation. The entering student 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 the entering student does not earn credit by such testing, he must satisfy the General Education foreign language requirement as follows:

- a. The student must begin language study at the placement level, as determined by the Modern Foreign Languages Department.
- b. The student must complete 4 hours of foreign language with the minimum level being completion of 1020.

With approval of the Dean of the College of Arts and Sciences and the chair of the Modern Foreign Languages Department, the language requirement may be fulfilled with credits in a modern 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 modern 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 Modern Foreign Languages Department and the Director of ESL), 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 modern foreign language requirement will be determined by the placement

“The foreign language department is amazing at fulfilling the ‘extraordinary’ standards at High Point University with many courses and incredible professors to educate us on areas elsewhere in this world.”

– Claire Allison, 2013

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 Modern 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.

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 Modern Foreign Languages Department. In some cases, a placement examination may be necessary to determine this level.

Foreign Language Study Abroad

Students are encouraged to continue their study of foreign language through a semester or a year abroad. Home-stay options are available for an intensive language study. Students should begin planning with their academic advisor early in their sophomore year. Additionally, some short-term, faculty-led programs are available. For more information, please see the Study Abroad section of this Bulletin or visit the Study Abroad website: www.highpoint.edu/studyabroad.

International Business Major

The student of business administration may obtain a major in international business, which permits him to supplement the core of business courses with studies having an international focus and to obtain a concentration in Chinese, French, Italian, or Spanish.

Students who choose to pursue this course of study must complete:

ECO/GBS 4430. Comparative Economics (4)
MKT 3750. International Marketing (4)

and one of the following:

ECO 3460. International Economics (4)

MFL 3010. Intercultural Perspectives in Business (4)
MGT 4050. Global Logistics (4)

or

A different, pre-approved international business course abroad. (4)

For the concentration in Chinese, the following courses are required:

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 French courses required for the international business major are the following:

FRE 2010. Intermediate French I (4)
FRE 2020. Intermediate French II (4)
FRE 2130. Readings in French (4)
FRE 2140. Intermediate Grammar Review (2)
FRE 3030. Culture and Civilization of France (4) **or** FRE 3040.
France Today (4)
FRE 3180. Business French (4)

The Italian courses required for the international business major are the following:

ITA 2010 Intermediate Italian I (4)
ITA 2020 Intermediate Italian II (4)
ITA 2040 Conversation **or** ITA 2050 Reading and Composition (4)
ITA 3030 Italian Culture and Civilization (4)
ITA 3180 Business Italian (4)

The Spanish courses required for the international business major are the following:

SPN 2010. Intermediate Spanish I (4)
SPN 2020. Intermediate Spanish II (4)
SPN 2130. Hispanic Cultures: Intermediate Reading and Conversation (4)
SPN 2140. Spanish Grammar Review (2)
SPN 3930. Cultures and Civilizations of Spain (4) **or** SPN/GBS 3940. Spanish-American Culture and Civilization (4) **or** SPN 3050. Hispanic World Today (4)
SPN 3180. Business Spanish (4)

Note: The required number of credits in French or Spanish is between 14 and 22, depending on initial foreign language placement.

“The French program provides students with an incredible educational opportunity to learn and excel in a variety of challenging and interesting courses offered by the motivating professors at High Point University.”

– Samantha Baumgartner, 2011

Latin American Studies Minor

The department also offers some of the courses needed for the Latin American studies minor: SPN/GBS 3230, 3240, 3250, 3260, 3280, and 3940.

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 Education Department. Students must also complete a one-credit independent study in History of the Spanish language.

Honors in Modern Foreign Language

Acceptance into the Honors Program will be determined by members of the Modern Foreign Languages Department.

Graduation with Honors in Modern Foreign Language will include:

1. fulfillment of the requirements for a major in French/Spanish or Modern Languages 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 Modern Foreign Languages faculty or at the University Honors Symposium.

Students wishing to graduate with honors in Modern Foreign Language should make application to the chair of the Modern Foreign Languages Department no later than the second semester of the junior year.

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.

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

1. Possess proficiency in the skills of listening, speaking, reading and writing in Spanish at the Advanced to Advanced Plus Level of ACTFL Proficiency Guidelines.
2. Possess a level of proficiency in the target culture sufficient to enable him/her to understand and explain that culture.
3. Possess an understanding of the historical and cultural role of the country or countries being studied, and be aware of current events in these countries and of their role in world affairs today.
4. Be aware of the literary movements and have developed an appreciation for the literary thought of the areas being studied.
5. Have some knowledge of the value systems that influenced the history and literary/artistic production of the country or countries or culture(s) being studied.
6. Possess the ability to conduct and present independent research in the language.
7. Have cultural and language proficiency to use in the chosen profession.

Degree Requirements

The Department of Modern Foreign Languages offers the B.A. degree in French and Francophone Studies and the B.A. degree in French. To graduate from High Point University with these degrees, students must complete the following:

B.A. in French and Francophone Studies

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



B.A. in Spanish

Major Requirements	39 credits
University Core Requirements.....	50 credits
Electives	39 credits
TOTAL	128 credits

Requirements for a B.A. in French & Francophone Studies (38 credits)

- A. Core (14 credits)
 - a. FRE 2020. Intermediate French (4)
 - b. FRE 2130. Readings in French (4)
 - c. FRE 2140. Grammar Review (2)
 - d. FRE 4010. Advanced Grammar and Composition (4)

B. Culture and Civilization (8 credits)

Two courses selected from the following:

- a. FRE 3030. Culture and Civilization of France (4)
- b. FRE 3040. France Today (4)
- c. FRE 3080. Francophone Cultures Outside of France (4)

C. Electives (4 credits)

- a. One 4-credit course in French selected from literature courses, FRE 3180 (Business French), FRE 3150 (Contemporary French Culture Through Films), or a culture and civilization course not selected from section B above.

or

- b. Two 2-credit courses selected from the following:
 - FRE 2150. Images, Texts and Visual Texts (2)
 - FRE 2090. Sounds of French (2)
 - FRE 2500. Conversation I (2)
 - FRE 3000. Advanced Conversation (2)

D. An additional 8 credits selected from the following (8 credits)

- GBS 3700. France and the Muslim World (4)
- GBS 3730. West Africa and the Caribbean (4)
- GBS 3750. French Cinema: Text and Culture (4)
- GBS 3780. The French-Speaking World (4)

[GBS 3780 cannot be taken if a student has received credit for FRE 3080]

- HST 3106. The French Revolution and Napoleon
- ART 2888. Art in Europe (4)

[ART 2888 may be taken only if the experience is in France]

Any French Studies course taken through an approved study abroad program in a French-speaking country (4)

Any other 4-credit 3000 level French course not selected in B and C above.

E. One of the following capstone courses/experiences (4 credits)

- a. Research Option
 - FRE 4990 or MFL 4444 (4)
- b. Experiential Learning Option
 - MFL 4810, a 4-credit internship experience related to the student's major course of study undertaken during the senior year. Credit is subject to departmental approval.
- c. Study Abroad Option
 - A semester abroad program in a French-speaking country undertaken in the junior or senior year. Hours used to fulfill this requirement may not satisfy other requirements in the major.

Note: The major requires 34 credits if a student begins at a level higher than FRE 2020.

Requirements for the Certificate Program in French Language (20 credits; reduced to 16 credits if student begins above FRE 2020.)

- FRE 2020. Intermediate French II (4)
- FRE 2090. Sounds of French (2)
- FRE 2130. Readings in French (4)
- FRE 2140. Grammar Review (2)
- FRE 4010. Advanced Grammar and Composition (4)

Plus 4 credits selected from the following:

- FRE 2150. Image, Text and Visual Text (2)
- FRE 2500. Conversation I (2)
- FRE 3000. Conversation II (2)
- FRE 3180. Business French (4)

Requirements for a Minor in French & Francophone Studies (22 credits)

- A. FRE 2020. Intermediate French II (4)
 - FRE 2130. Readings in French (4)
 - FRE 2140. Grammar Review (2)
- B. One course in Culture and Civilization:
 - FRE 3030. Culture and Civilization of France (4)
 - FRE 3040. France Today
 - FRE 3080. Francophone Cultures Outside of France (4)
- C. One of the following 4-credit electives:
 - a. One 4-credit elective in French, to be selected from FRE 3180 (Business French), FRE 3150 (Contemporary French Culture Through Films), French literature course, a culture and civilization course not selected in category B. French course not selected in B and C above.

or



b. One 4-credit GBS course from the list under the French major.

D. Four additional elective credits in French, to be selected from the following:

- FRE 2090. Sounds of French (2)
- FRE 2150. Images, Texts, and Visual Texts (2)
- FRE 2500. Conversation I (2)
- FRE 3000. Advanced Conversation (2)

Note. The French minor requires 18 credits if the student begins study of French at a level higher than FRE 2020.

Requirements for the Certificate Program in Business French (18 credits; reduced to 14 credits if the student begins above FRE 2020)

- FRE 2020. Intermediate French II (4)
- FRE 2130. Readings in French (4)
- FRE 2140. Grammar Review (2)
- FRE 3180. Business French (4)

Two of the following 2-credit courses:

- FRE 2090. Sounds of French (2)
- FRE 2150. Image, Text and Visual Text (2)
- FRE 2500. Conversation I (2)
- FRE 3000. Conversation II (2)

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).

Requirements for a 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. Spanish Culture and Civilization or SPN/GBS 3940 Spanish-American Culture and Civilization (4)
- SPN 4010. Advanced Grammar and Composition (4)

One course selected from:

- SPN 4444. Independent Study (4)
- SPN 4810–4815. Student Internship (4)
- SPN 4020. Seminar in Hispanic Topics (4)
- One other 4000-level Spanish course (4)

One course selected from:

- SPN 3050. Hispanic World Today (4)
- SPN 3140. The Caribbean Mix: People, Music, and Folklore (4)
- SPN 3150. Hispanic Culture through Film (4)
- SPN 2881. Special Topics in Culture and Language (4)

One course selected from:

- SPN 3020. Contemporary Hispanic Literatures (4)
- SPN 3060. Hispanic Short Story (4)
- SPN 3230. Literary Genre in Latin American Literature (4)
- SPN/WGS/GBS 3280. Latin American Women Writers (4)
- SPN 3881. Special Topics in Literature (4)

One course selected from:

- SPN 3210. Spanish Literature I: The Birth of the Spanish Nation (4)
- SPN 3220. Spanish Literature II: Centism 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 a Minor in Spanish (22 credits)

- SPN 2020. Intermediate SPN II (4)
- SPN 2130. Hispanic Cultures: Intermediate Reading & Conversation (4)
- SPN 2140. Grammar Review (2)

One of following culture courses (4):

- SPN 2881. Special Topics (4)
- SPN 3050. Hispanic World Today (4)
- SPN 3140. The Caribbean Mix: People, Music and Folklore (4)
- SPN 3150. Hispanic Culture Through Film (4)
- SPN 3930. Cultures and Civilizations of Spain (4)
- SPN/GBS 3940. Spanish-American Culture and Civilization (4)
- SPN 4020. Seminar in Hispanic Topics (4)

One of following literature courses (4):

- 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)

"HPU brings a whole new meaning to Romance languages. With enthusiastic and talented faculty, French becomes a language of discovery, culture and sophistication."

– Tabatha B. Davis, 2010

SPN 3250. Spanish-American Literature II: The Voices of the Writers (4)

SPN 3260. Caribbean Literature: Images of a Region (4)

SPN/WGS/GBS 3280. Latin American Women Writers (4)

SPN 3881. Special Topics (4)

One elective above SPN 2020 (4)

Note: The minor requires 18 credits if a student begins at a level higher than SPN 2020.

Other Departmental Minors

Requirements for a Minor in Chinese (21 credits)

CHI 1013. Chinese Calligraphy and Phonetics (1)

CHI 2010. Intermediate Chinese I (4)

CHI 2020. Intermediate Chinese II (4)

CHI 2050. Oral Communication (4)

CHI 2080. Grammar and Composition (4)

CHI 3180. Chinese for Business (4)

Course Descriptions

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.*

MFL 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

MFL 2991. International Business Communication. A course designed to enhance skills in international business communication. Students will be introduced to a theoretical model for analysis of cultural variables which affect international business/professional interaction. *Prerequisites: Sophomore standing and a major in the School of Business. MFL 2991 cannot be taken after completion of MFL 3010. One credit.*

MFL 3010. Intercultural Perspectives in Business. A course designed to enhance cross-cultural communication skills through the study of the impact of culture on international business/professional interaction. Topics include issues of contexting and face-saving; individualism versus collectivism; conception of space, time; social organizations; attitudes toward authority; non-verbal communication; how language is used in different cultures. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

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

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

ARA 1010. Elementary Arabic I. An introductory course in Modern Standard Arabic (MSA), the official medium of oral and written communication in the Arab countries. Training in listening, speaking, reading and writing the Arabic script. Focus on simple communicative tasks in everyday situations and on development of cultural skills. *Four credits.*

ARA 1020. Elementary Arabic II. A high beginner course in Modern Standard Arabic (MSA), the official medium of oral and written communication in the Arab countries. Continued training in listening, speaking, reading and writing the Arabic

“Language is the dress of thought.”

— Samuel Johnson

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script. Focus on basic communicative tasks in everyday situations and on continued development of cultural skills.

Prerequisite: ARA 1010 or equivalent. Four credits. [F]

ARA 2010. Intermediate Arabic I. An intermediate course in Modern Standard Arabic (MSA), the official medium of oral and written communication in the Arab countries. Continued training in listening and speaking; expansion of writing and reading skills, to include some use of authentic materials. *Prerequisite:* ARA 1020 or equivalent. Four credits. [F]

ARA 2020. Intermediate Arabic II. ARA 2020, a continuation of ARA 2010, is an intermediate course in Modern Standard Arabic (MSA), the official medium of oral and written communication in the Arab countries. Continued enhancement of listening and speaking skills. Expansion of writing skills to a length of several paragraphs on various topics. Expansion of reading skills to include more complex selections and greater use of authentic materials. *Prerequisite:* ARA 2010 or equivalent. Four credits. [F]

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. *Prerequisite:* CHI 1010 with a grade of C- or higher, or placement. One credit.

CHI 1020. Elementary Chinese II. CHI 1020 is a continuation of CHI 1010. This course begins with a review of the material covered in CHI 1010 and continues with further study of Chinese, emphasizing the development of all four major communicative skills: listening, speaking, reading all in characters and writing more Chinese characters instead of Pinyin (phonetics). Students will continue with the acquisition of cultural knowledge about China. *Prerequisite:* CHI 1010 or equivalent. Four credits. [F]

CHI 2010. Intermediate Chinese I. CHI 2010 is an intermediate level course designed for students who have completed the 1020 level or its equivalent. Students will review and expand their skills in reading in Chinese characters, writing characters instead of Pinyin (Chinese phonetics), listening, and speaking with the focus on expanded vocabulary and the accuracy of the tones. Culturally based readings in both Chinese and English, videos and audio materials will be included. *Prerequisite:* CHI 1020 or equivalent. Four credits. [F]

CHI 2020. Intermediate Chinese II. This course is designed for students who have completed CHI 2010 or its equivalent. Students will expand upon and reinforce their skills in reading in Chinese characters, writing characters instead of Pinyin (Chinese phonetics), listening and speaking with the focus on expanded vocabulary and accuracy of the tones. Culturally based readings in both Chinese and English, videos and audio materials will be included. *Prerequisite:* CHI 2010 or equivalent. Four credits. [F]

CHI 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 3180. Chinese for Business. This course will enable students to expand their Chinese language skills to the business arena. CHI3180 will work the students through situations where they will write business correspondence, make an inquiry, ask for a sample, finalize a contract, launch a complaint, encounter a partner, etc. Some readings (both



in Chinese and English), video and audio materials will be included. *Prerequisite: CHI 2050 or CHI 2080 with a grade of C or higher. Four credits.*

FRE 1010. Basic Skills Acquisition I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading, and writing. Designed to provide the student with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. *On-line workbook required. Four credits.*

FRE 1020. Basic Skills Acquisition II. French 1020 begins with a review of the material covered in French 1010. Further study of French with emphasis on the development of the communicative skills of listening, speaking, reading and writing. Enhancement of cultural awareness. *On-line workbook required. Prerequisite: FRE 1010. Four credits. [F]*

FRE 2010. Intermediate French I. Review and expansion of skills in reading, writing, listening and speaking. Culturally based readings, videos and audio materials will be included. Audio component required. *Prerequisite: FRE 1020 or equivalent. Four credits. [F]*

FRE 2020. Intermediate French II. Expansion and reinforcement of listening, reading, writing and speaking skills acquired from FRE 2010. Culturally based readings, videos and audio materials will be included. Audio component required. *Prerequisite: FRE 2010 or equivalent. Four credits. [F]*

FRE 2090. Sounds of French. A course designed to help students develop a more authentic pronunciation of French through phonetic exercises (study of the phonetic alphabet, vowel quality, intonation, and stress) and some use of song and "dictée", conversation, poetry, and humorous short passages. Training and practice in phonetically accurate (casual) conversation will also be an important aspect of the course and will be accompanied by acquisition of the necessary vocabulary to conduct them. *Prerequisite: FRE 2020 or permission of the instructor. Not open to native speakers of French. Two credits.*

FRE 2130. Readings in French. 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 better must be earned in order to continue the study of French at the 3000 level. Four credits. [F]*

FRE 2140. Intermediate Grammar Review. A review of high intermediate grammatical structures and concepts with emphasis on tense usage and verb conjugation. Attention to enhancing sophistication in sentence structure. *Prerequisites: FRE 2130 with a grade of C or better or permission of the instructor. Two credits.*

FRE 2150. Images, Texts & Visual Texts. Students will explore the cultural meaning and the persuasive power of a number of texts, while considering the different cultural ways in which we give meaning to images as we consume and circulate them. Students will also design, create and present to each other a number of "visual texts" that represent their personal understanding and/or their opinion about the cultural theme under study. *Prerequisites: FRE 2130 or equivalent with a grade of C or better, or permission of the instructor. Two credits.*

FRE 2500. Conversation I. Speaking and listening practice, accompanied by acquisition of the vocabulary required to engage in casual conversation related to everyday situations, and to express opinions in concrete situations. Some work on pronunciation. *Prerequisite: FRE 2130 with a grade of C or better, or permission of the instructor. Native speakers of French may not receive credit for this course. Two credits.*

FRE 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

FRE 3000. Conversation II. 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. Two credits.*

FRE 3030. Culture and Civilization of France: From Past to Present. Overview of the culture and civilization of France, accompanied by discussion of the relevant historical background. Some attention to artistic contributions, colonization and present-day issues. *Prerequisite: FRE 2130 with a grade of C or better or permission of the instructor. Four credits.*

FRE/GBS 3040. France Today. A course focusing on current events and issues in France and the French-speaking world today. Work with selected materials from the Internet, including televised news broadcasts and other programs in French, articles from French newspapers and from French



publications online, and an audio magazine in French. Culture, conversation, composition. *Prerequisite:* FRE 2130 with a grade of C or better or permission of the instructor. Four credits. [GS]

FRE 3080. Francophone Cultures Outside of France.

A course focusing on the cultures of French-speaking areas (other than France) in Europe, the Americas, Africa, the Pacific and Asia. *Prerequisite:* FRE 2130 with a grade of C or better or permission of the instructor. Four credits.

FRE 3150. Contemporary French Culture Through Films.

This course emphasizes the role of film as a way to learn about people, places, systems of beliefs, and cultural values. It presents some important French cultural perspectives that are also present in the U.S. culture. It facilitates the student's reflection on explicit comparisons between the "home/native" culture and the "other" culture in order to discuss how each cultural system is both actively different, and more and more alike. Taught in French.

Prerequisite: ENG 1103, junior status, or permission of the instructor. Four credits.

FRE 3180. Business French. Study of the vocabulary, customs and practices of the French-speaking business/professional world. Cultural differences, organizational patterns, marketing strategies, advertising, business documents and correspondence. Practice of speaking skills in a business/professional context, including job interviews, discussion of personnel and management issues, analysis of advertising. *Prerequisite:* FRE 2130 with a grade of C or better or permission of the instructor. Four credits.

FRE 3210. French Literature and Society I: Love and Honor.

A study of selected works of French literature from the Middle Ages to the end of the 17th century, with particular attention to the themes of love and honor. *Prerequisite:* FRE 2130 with a grade of C or better or permission of the instructor. Four credits.

FRE 3220. French Literature and Society II: Freedom and Identity.

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 better or permission of the instructor. Four credits.

FRE 3330. French Literature and Society III: Revolution and Métissage. 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 better 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 better or permission of the instructor. Four credits.

FRE 4010. Advanced Grammar and Composition. Study and practice of advanced grammatical structures and continued development of more advanced types of writing such as literary analysis, expository writing, analytical writing, etc. *Prerequisite:* FRE 2130 with a grade of C or better 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 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

FRE 4990. Senior Seminar. Individual study and research under the guidance of a member of the MFL faculty. Periodic discussion of research with faculty and students in a formal seminar setting. Paper may be written in French or English. Seminar students are required to take the exit competency exam in French and to present the final research to French-speaking faculty in the Modern Foreign Language Department. *Prerequisites:* Senior standing, major in French. Four credits.

GER 1010. Basic Skills Acquisition I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading and writing. Designed to provide the student with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. Audio component required. Four credits.

GER 1020. Basic Skills Acquisition II. German 1020 is a continuation of German 1010. The course begins with a review of the material covered in GER 1010. Further study of German with emphasis on development of the communicative skills of listening, speaking, reading and writing. Enhancement of cultural awareness. Audio component required. *Prerequisite:* GER 1010 or equivalent. Four credits. [F]

GER 2010. Intermediate German I. Review and practice of basic communication skills, with emphasis on the expansion

“The French major introduced me to a new culture and language that broadened my horizons and reconnected me with my creativity.”

—Diana Dau, 2010

of listening, speaking, reading, and writing skills on the intermediate level. Further development of listening/viewing skills and cultural awareness. Audio component required.

Prerequisite: GER 1020 or equivalent. Four credits. [F]

GER 2020. Intermediate German II. Continued review and practice of basic communication skills, and expansion of listening, speaking, reading, and writing skills on the intermediate level. Further development of listening/viewing skills and cultural awareness. Audio component required.

Prerequisite: GER 2010 or equivalent. Four credits. [F]

GER 2130. Readings/Conversation in German. Practice and expansion of reading skills at the intermediate level. Intensive practice in speaking German. Readings are selected to provide exposure to fields such as literature, culture, history, etc., and to provide the basis for oral interaction on these topics. *Prerequisite: GER 2020 or equivalent. Four credits. [F]*

ITA 1010. Basic Skills Acquisition I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading and writing. Designed to provide the student with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. Audio component required. *Four credits.*

ITA 1020. Basic Skills Acquisition II. Italian 1020 is a continuation of Italian 1010. The course begins with a review of the material covered in Italian 1010. Further study of Italian with emphasis on development of the communicative skills of listening, speaking, reading and writing. Enhancement of cultural awareness. Audio component required. *Prerequisite: ITA 1010 or equivalent. Four credits. [F]*

ITA 2010. Intermediate Italian I. Italian 2010 is an intermediate level course designed for students who have completed the 1020 level or its equivalent. Students will review and expand their skills in reading, writing, listening, and speaking in the target language through the inclusion of grammar and culturally based readings, videos and ancillary materials. *Prerequisite: ITA 1020 or equivalent. Four credits. [F]*

ITA 2020. Intermediate Italian II. This course is designed for students who have completed 2010 or its equivalent. Students will expand upon and reinforce their listening, reading, writing, and speaking skills acquired from 2010. Culturally based readings, videos and audio materials will be included. *Prerequisite: ITA 2010 or equivalent. Four credits. [F]*

ITA 2040. Conversation. Speaking and listening practice, accompanied by acquisition of the vocabulary required to engage in casual conversation related to everyday situations and to express opinions on concrete topics. Students will be exposed to a variety of situational dialogues and contextualized situations in Italian in which they need to communicate effectively.

Prerequisite: ITA 2020 or permission of the instructor. Four credits.

ITA 2050. Reading and Composition. This course is designed to help students develop reading and writing strategies by being exposed to a substantial reading component focused on many different aspects of the Italian culture. Students will read a selection of texts focusing on four different Italian regions. Those readings will provide them with exposure to fields such as Italian history, culture and society and will help them practice basic reading techniques. Students will discuss and analyze course readings and write organized responses to them. *Prerequisite: ITA 2020 or permission of the instructor. Four Credits.*

ITA/GBS 3030. Italian Culture and Civilization. This course focuses on the awareness of cultural diversity through the study of Italian history, society, and culture. The course includes lectures, readings, films or videos related to Italian cultural topics. Students will be encouraged to draw comparisons between the Italian and the American cultures. The course will explore topics such as: Italian history, art, music, family, education, mafia, politics, religion, Italian immigration, and American-Italian relations. This course is conducted in English. *Prerequisite: ENG 1103. Four Credits. [GS]*

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.*

JPN 1010. Elementary Japanese I. Acquisition of basic communication skills in Japanese. Emphasis is placed on the development of oral communication skills, training in standard pronunciation, vocabulary usage, acquisition of basic sentence patterns, with practice in reading and writing basic Japanese. Acquisition of basic cultural knowledge. *Four credits.*

“He who does not know foreign languages does not know anything about his own.”

— Johann Wolfgang von Goethe

JPN 1020. Elementary Japanese II. Japanese 1020 is designed for students who have satisfactorily completed Japanese 1010, or who have been advised to take the class on the basis of their level of proficiency in spoken and written Japanese. This course is a continuation of Japanese 1010 and focuses on development of oral proficiency, acquisition of advanced sentence patterns, and reading and writing practices in Japanese. This course emphasizes learning cultural patterns of behavior, as well as spoken Japanese. *Prerequisite: JPN 1010 or equivalent. Four credits. [F]*

JPN 2010. Intermediate Japanese I. Japanese 2010 is designed for students who have satisfactorily completed Japanese 1020, or who have been advised to take the class on the basis of their level of proficiency in spoken and written Japanese. This course emphasizes exposure to authentic materials such as newspapers, magazines, and documentary films, as well as learning spoken Japanese. *Prerequisite: JPN 1020 or equivalent. Four credits. [F]*

JPN 2020. Intermediate Japanese II. Japanese 2020 is designed for students who have satisfactorily completed Japanese 2010 or who have been advised to take the class on the basis of their level of proficiency in spoken and written Japanese. This course emphasizes exposure to authentic materials such as newspapers, magazines, and documentary films, as well as learning spoken Japanese. Students will also learn cultural patterns of behavior. *Prerequisite: JPN 2010 or equivalent. Four credits. [F]*

JPN 2050. Oral Communication. This course emphasizes speaking and listening in Japanese in both casual and formal speech style in the context of daily life in Japan. Students will be exposed to authentic materials such as televised news and documentary films. They will also use on-line study materials at home to reinforce speaking and listening skills. *Prerequisite: JPN 2020, placement, or permission of the instructor. Four credits.*

POR 1010. Beginning Portuguese 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.*

POR 1020. Beginning Portuguese II. This course begins with a review of the material covered in POR 1010. Further study of Portuguese with emphasis on the development of the communicative skills of listening, speaking, reading and writing. Enhancement of cultural awareness. Online component required. *Prerequisite: POR 1010 or equivalent. Four credits. [F]*

RUS 1010. Basic Skills Acquisition I. Beginning development of functional competence in the Russian language in the four communicative skills: listening, speaking, reading and writing. Acquisition of basic Russian vocabulary and grammar sufficient to develop a level of competency sufficient to meet survival needs in limited situations. Internet-based laboratory exercises required. *Four credits.*

RUS 1020. Basic Skills Acquisition II. Continuing development and improvement of functional competence in the Russian language in the four communicative skills: listening, speaking, reading and writing. Acquisition of basic Russian vocabulary and grammar sufficient to develop a level of competency sufficient to meet survival needs in limited situations. Internet-based laboratory exercises required. *Prerequisite: RUS 1010 or equivalent. Four credits. [F]*

RUS 2010. Intermediate Russian I. Continuing development of functional competence in the Russian language in the four communicative skills: listening, speaking, reading and writing. Expanding Russian vocabulary and grammar to develop a level of competency sufficient to meet communicative needs in limited situations. Internet-based laboratory exercises required. *Prerequisite: RUS 1020 or equivalent, or permission of the instructor. Four credits. [F]*

RUS 2020. Intermediate Russian II. Continuing development of functional competence and fluency in the Russian language in the four communicative skills: listening, speaking, reading and writing. Expanding Russian vocabulary and grammar to develop a level of competency sufficient to meet communicative needs in limited situations. Internet-based laboratory exercises required. *Prerequisite: RUS 2010 or equivalent, or permission of the instructor. Four credits. [F]*

SPN 1010. Basic Skills Acquisition I. Acquisition of basic communication skills in listening, speaking, reading, and writing. Designed to provide the students with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. Online component required. *May not be taken after the completion of SPN 1020 or higher level course. Bilingual students or native speakers of Spanish may not receive credit for SPN 1010. Four credits.*

SPN 1020. Basic Skills Acquisition II. Continued development in and improvement of basic communication skills in listening, speaking, reading, and writing. Designed to provide the student with the tools necessary to meet survival needs and limited social demands. Online component required. *Prerequisite: SPN 1010 or equivalent. May not be*



taken after the completion of SPN 2010 or higher level course. Bilingual students or native speakers of Spanish may not receive credit for SPN 1020. Four credits. [F]

SPN 2010. Intermediate Spanish I. Review and practice of intermediate communication skills, with emphasis on the expansion of listening, reading, and writing skills on the intermediate level. Further development of listening/viewing skills and cultural awareness. Online component required. *Prerequisite:* SPN 1020 or equivalent. May not be taken after the completion of SPN 2020 or higher level course. Bilingual students or native speakers of Spanish may not receive credit for SPN 2010. Four credits. [F]

SPN 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. May not be taken after the completion of SPN 2130 or higher level course. Bilingual students and native speakers may not receive credit for SPN 2020. Four credits. [F]

SPN 2090. Pronunciation. A course designed to help students develop a more authentic pronunciation of Spanish. Includes a study of vowel quality, intonation, stress, consonantal points of articulation, and the voice-producing organs used in spoken Spanish. *Prerequisite:* SPN 2020 or higher, or permission of the instructor. Native speakers of Spanish may not receive credit for SPN 2090. One credit.

SPN 2130. Hispanic Cultures: Intermediate Reading and Conversation. Practice and expansion at the intermediate level of all four linguistic skills with a special emphasis on reading, and speaking in Spanish. Readings provide exposure to fields such as literature, culture, history, and communications. The selection allows students to express themselves critically, both orally and in writing about Hispanic cultures. This course is designed to prepare students for upper-level Spanish courses. *Prerequisite:* SPN 2020 or its equivalent. A grade of C or better must be earned in order to continue studying Spanish at the 300-level. Bilingual students and native speakers of Spanish may not receive credit for SPN 2130. Four credits. [F]

SPN 2140. Spanish Grammar Review. A review of higher intermediate grammatical structures and concepts with emphasis on tense usage and verb conjugation. Attention to enhancing sophistication in sentence structure. *Prerequisites:* SPN 2020. Bilingual students and native speakers of Spanish may not receive credit for SPN 2140. Two credits.

SPN 2141. Spanish for the Medical Professions. The course provides the student with practice in speaking, listening, reading and writing centered on the vocabulary, customs and practices used by health professionals in the workplace. *Prerequisites:* SPN 2130 and SPN 2140 or permission of the instructor. Bilingual students and native speakers may not receive credit for 2141. Four credits.

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 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 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. A course focusing on current events in Spain and the Spanish-speaking world today. Materials include selected televised news broadcasts in Spanish, current articles from newspapers and magazines in Spanish. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor. Four credits.

SPN 3060. Hispanic Short Stories. The study, analysis, and discussion of Hispanic short stories of the XX and XXI centuries. The class will discuss themes such as social inequalities, the power of imagination, gender issues, among others. Special consideration will be given to the understanding and application of techniques for literary analysis. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140 or permission of the instructor. Four credits.

SPN 3140. The Caribbean Mix: People, Music and Folklore. This course examines the most important current issues and realities that define the modern Caribbean

societies and will explore some of the historical factors that contributed to those realities. Students will study and discuss the culture of the Caribbean focusing on some of the region's main cultural elements such as music, religion, literature and popular culture. Students will also explore the great influence that the Caribbean region has had on the modern Hispanic language and culture. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor. Four credits.

SPN/GBS 3150. Hispanic Culture Through Film. This course will familiarize students with contemporary Hispanic films. Students will explore how these films position themselves with respect to politics, cultural identity, society and the history of Spain and Latin America. Special attention is given to: Introducing the students to a basic reading of what is a movie and improving the students' linguistic context in a film context. *Prerequisites:* SPN 2130 with a grade of C or better and SPN 2140 or permission of instructor. Course is taught in Spanish. Four credits. [GS]

SPN 3180. Business Spanish. This course seeks to develop the ability to conduct business Spanish successfully. As such, it is a course in language for special purpose. Within the context of the development of great cross-cultural awareness and competency, it will develop the following skills for business purposes: speaking, listening comprehension, reading, writing and translation/interpretation. *Prerequisites:* SPN 2130 with a grade of C or better, and SPN 2140, or permission of the instructor. Four credits.

SPN 3210. Spanish Literature I: The Birth of the Spanish Nation. A study of the concept of national identity as it is developed in Spanish Literature. Discussion of key works from the Jarchas until the 19th century. The course will consider the cultural, historical and literary context which produce the texts. *Prerequisites:* SPN 2130 with a grade of C or better, and SPN 2140, or permission of the instructor. Four credits.

SPN 3220. Spanish Literature II: Voices of the Regions. This course studies the main literature movements from the late XIX to XXI century in Spain, focusing in the contradictions between the central Castilian culture and the peripheral discourses of the different Regions, and how this dichotomy has shaped contemporary Spain. *Prerequisites:* SPN 2130 with a grade of C or better, and SPN 2140, or permission of the instructor. Four credits.

SPN 3230. Literary Genres in Latin American Literature. Studying, analysis and discussion of the

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

development of different literary genres that have emerged in Latin America during the 20th century. The content of the course will vary each semester and it will cover works on genres such as Testimonial Poetry, Fiction of the Dictatorship, The Detective Fiction, The Novel of the Mexican Revolution, etc. The course will explore how these specific genres develop as social and political commentary of the society in which they took form. Special consideration will be given to the understanding and application of techniques for literary analysis. *Prerequisites:* SPN 2130 with a grade of C or better, and SPN 2140, or permission of the instructor. Four credits.

SPN 3240. Spanish-American Literature I: In Search of an Identity. A study of the theme of identity as seen in Spanish-American Literature from the pre-Columbian times to the beginning of the 20th century. Particular attention will be given to the major literary movements, works and figures. *Prerequisites:* SPN 2130 with a grade of C or better, and SPN 2140, or permission of the instructor. Four credits.

SPN 3250. Spanish-American Literature II: The Voices of the Writers. Study of how social, historical and political issues affecting Spanish-American countries during the 20th and 21st century are reflected in literature. The class will explore how literary works position themselves with regards to issues such as authoritarianism, inequality, women's rights and the role of art in society among others. Particular attention will be given to the major literary movements, works and figures. *Prerequisites:* SPN 2130 with a grade of C or better, 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 better, and SPN 2140, or permission of the instructor. Four credits.

SPN/WGS/GBS 3280. Latin American Women Writers. Discussion and literary analysis of poetry, prose, theatre, and essay by Latin American women writers. This course, cross-listed with Women and Gender Studies and Global Studies, will introduce students to canonical women authors as well as less known writers of the region. Works will be studied as an expression of the cultural context in which they were

produced. Discussion will be centered on how these works enter into a dialogue with issues that affect women and their role in Latin American society. Special attention to the discussion, understanding and application of techniques for literary analysis. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140 or SPN 4010, or the permission of the instructor. Four credits. [GS]

SPN 3930. Cultures and Civilizations of Spain. Reading and discussion in Spanish of peninsular culture and civilization from the pre-historical times until the present, accompanied by a discussion of the relevant historical background. *Prerequisites:* Junior standing, SPN 2130 with a grade of C or higher, SPN 2140, and a 300-level Spanish course. Four credits.

SPN/GBS 3940. Spanish-American Culture and Civilization. Overview of the culture and civilization of Spanish-American countries from the pre-Columbian period until the present. Reading and discussion of Spanish-American society, culture and the arts accompanied by a discussion of relevant historical background. *Prerequisites:* Junior standing, SPN 2130 with a grade of C or higher, SPN 2140, and a 300-level Spanish course. Four credits. [GS]

SPN 4010. Advanced Grammar and Composition. Study and practice of advanced grammatical structures and continue the development of more advanced types of writing such as literary analysis, expository writing, analytical writing, etc. *Prerequisites:* SPN 2140 and a 3000-level literature or cultural course, or permission of the instructor. Bilingual students or native speakers of Spanish may not receive credit for SPN 4010. Four credits.

SPN 4020. Seminar in Hispanic Topics. This course uses a seminar format to facilitate discussion, inquiries, and in-depth studies of a particular aspect of Hispanic literature and culture. Each year, the course content will reflect the most up-to-date research literature of the different regions of the Hispanic world. *Prerequisites:* SPN 2130 with a grade of C or higher, SPN 2140, and a 3000-level Spanish course. Four Credits.

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

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

“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; Mrs. Marcia Dills; Dr. Danny Frye; Dr. Robert Hallquist; Dr. Scott MacLeod; Mr. Mark Mazzatenta; Dr. Brian Meixner; Mrs. Laura Stevens; Dr. John Turner.

The Music Department offers a comprehensive bachelor of arts degree, combining a diverse and rigorous curriculum with applied study and ensemble performance experiences, providing students with the training necessary to become leaders in their fields.

Student Learning Outcomes

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

1. Demonstrate a thorough understanding of the development of music from an historical, theoretical, literature, and aural perspective from medieval through 21st century.
2. Demonstrate improvement in the quality of their musicianship.
3. Demonstrate improvement in the quality of their performance on a specific instrument.

Degree Requirements

The Department of Music offers the B.A. degree in Music. To graduate from High Point University with this degree, students must complete the following:

B.A. in Music

Major Requirements	50 credits
University Core Requirements.....	50 credits
Electives	28 credits
TOTAL.....	128 credits

Requirements for the B.A. in Music with a Concentration in Voice (50 credits)

MUSIC CORE (16)

- MUS 1000. Music Core I (4)
- MUS 1100. Music Core II (4)
- MUS 2000. Music Core III (4)
- MUS 2100. Music Core IV (4)

ENSEMBLE 8 credits selected from:

- MUS 1310. University Singers (1)
- MUS 1320. Chapel Choir (1)
- MUS 1300. Chamber Singers (1)
- MUS 1311. Women’s Chorus (1)





PERFORMANCE AND MUSICIANSHIP (14)

- MUS 1200. Voice Lessons (2)
- MUS 2200. Voice Lessons (2)
- MUS 3200. Voice Lessons (2)
- MUS 4200. Voice Lessons (2)
- MUS 1400. Diction for Singers I (2)
- MUS 2400. Diction for Singers II (2)
- MUS 3400. Vocal Pedagogy I (2)

DEPARTMENTAL ELECTIVES (12)

IN ADDITION, EACH VOICE MAJOR MUST COMPLETE:

- Half solo recital at the 3000 level
- Full solo recital at the 4000 level
- Keyboard proficiency
- Concert attendance as outlined in the Music Student Handbook

Requirements for the B.A. in Music with a Concentration in Piano or Organ (50 credits)

MUSIC CORE (16)

- MUS 1000. Music Core I (4)
- MUS 1100. Music Core II (4)
- MUS 2000. Music Core III (4)
- MUS 2100. Music Core IV (4)

ENSEMBLE 8 credits selected from:

- MUS 1300. Chamber Singers (1)
- MUS 1310. University Singers (1)
- MUS 1311. Women's Chorus (1)
- MUS 1320. Chapel Choir (1)
- MUS 1330. Pep Band (1)
- MUS 1331. University Band (1)
- MUS 1341. Jazz Ensemble (1)

PERFORMANCE AND MUSICIANSHIP (14)

- MUS 1210. Piano Lessons (2)
- MUS 2210. Piano Lessons (2)
- MUS 3210. Piano Lessons (2)
- MUS 4210. Piano Lessons (2)

or

- MUS 1220. Organ Lessons (2)
- MUS 2220. Organ Lessons (2)
- MUS 3220. Organ Lessons (2)
- MUS 4220. Organ Lessons (2)

and

- MUS 3430. Piano Pedagogy (2)
- MUS 3510. Piano/Organ Literature (2)
- MUS 3410. Conducting I (2)

DEPARTMENTAL ELECTIVES (12)

IN ADDITION, EACH PIANO OR ORGAN MAJOR MUST COMPLETE:

- Half solo recital at the 3000 level
- Full solo recital at the 4000 level
- Keyboard proficiency
- Concert attendance as outlined in the Music Student Handbook

Requirements for the B.A. in Music with a Concentration in Instrumental Studies (50 credits)

MUSIC CORE (16)

- MUS 1000. Music Core I (4)
- MUS 1100. Music Core II (4)
- MUS 2000. Music Core III (4)
- MUS 2100. Music Core IV (4)

ENSEMBLE 8 credits selected from:

- MUS 1330. Pep Band (1)
- MUS 1331. University Band (1)
- MUS 1341. Jazz Ensemble (1)
- MUS 1342. Chamber Orchestra (1)

PERFORMANCE AND MUSICIANSHIP (16)

- MUS 1230. Trumpet/French Horn Lessons (2)
- MUS 2230. Trumpet/French Horn Lessons (2)
- MUS 3230. Trumpet/French Horn Lessons (2)
- MUS 4230. Trumpet/French Horn Lessons (2)

or

- MUS 1231. Trombone Lessons (2)
- MUS 2231. Trombone Lessons (2)
- MUS 3231. Trombone Lessons (2)
- MUS 4231. Trombone Lessons (2)

or

- MUS 1232. Euphonium and Tuba Lessons (2)
- MUS 2232. Euphonium and Tuba Lessons (2)
- MUS 3232. Euphonium and Tuba Lessons (2)
- MUS 4232. Euphonium and Tuba Lessons (2)

or

- MUS 1240. Flute Lessons (2)
- MUS 2240. Flute Lessons (2)
- MUS 3240. Flute Lessons (2)
- MUS 4240. Flute Lessons (2)

or



MUS 1241. Clarinet Lessons (2)
 MUS 2241. Clarinet Lessons (2)
 MUS 3241. Clarinet Lessons (2)
 MUS 4241. Clarinet Lessons (2)

or

MUS 1242. Double Reed Lessons (2)
 MUS 2242. Double Reed Lessons (2)
 MUS 3242. Double Reed Lessons (2)
 MUS 4242. Double Reed Lessons (2)

or

MUS 1243. Saxophone Lessons (2)
 MUS 2243. Saxophone Lessons (2)
 MUS 3243. Saxophone Lessons (2)
 MUS 4243. Saxophone Lessons (2)

or

MUS 1250. Percussion Lessons (2)
 MUS 2250. Percussion Lessons (2)
 MUS 3250. Percussion Lessons (2)
 MUS 4250. Percussion Lessons (2)

or

MUS 1290. Violin and Viola Lessons (2)
 MUS 2290. Violin and Viola Lessons (2)
 MUS 3290. Violin and Viola Lessons (2)
 MUS 4290. Violin and Viola Lessons (2)

or

MUS 1291. Guitar Lessons (2)
 MUS 2291. Guitar Lessons (2)
 MUS 3291. Guitar Lessons (2)
 MUS 4291. Guitar Lessons (2)

or

MUS 1294. Cello Lessons (2)
 MUS 2294. Cello Lessons (2)
 MUS 3294. Cello Lessons (2)
 MUS 4294. Cello Lessons (2)

or

MUS 1295. Double Bass Lessons (2)
 MUS 2295. Double Bass Lessons (2)
 MUS 3295. Double Bass Lessons (2)
 MUS 4295. Double Bass Lessons (2)

and

MUS 3420. Instrumental Pedagogy (2)
 MUS 3520. Instrumental Literature (2)
 MUS 3410. Conducting I (2)

DEPARTMENTAL ELECTIVES (12)

IN ADDITION, EACH INSTRUMENTAL STUDIES MAJOR
 MUST COMPLETE:

Half solo recital at the 3000 level
 Full solo recital at the 4000 level
 Keyboard proficiency
 Concert attendance as outlined in the Music Student
 Handbook

**Requirements for a Minor in Music with a
 Concentration in Voice (22 credits)**

MUSIC CORE (8)

MUS 1000. Music Core I (4)
 MUS 1100. Music Core II (4)

ENSEMBLE 4 credits selected from:

MUS 1300. Chamber Singers (1)
 MUS 1310. University Singers (1)
 MUS 1311. Women's Chorus (1)
 MUS 1320. Chapel Choir (1)

PERFORMANCE AND MUSICIANSHIP (6)

MUS 1200. Voice Lessons (2)
 MUS 2200. Voice Lessons (2)
 MUS 1400. Diction for Singers I (2)

DEPARTMENTAL ELECTIVES (4)

**Requirements for a Minor in Music with a
 Concentration in Piano or Organ (22 credits)**

MUSIC CORE (8)

MUS 1000. Music Core I (4)
 MUS 1100. Music Core II (4)

ENSEMBLE 4 credits selected from:

MUS 1300. Chamber Singers (1)
 MUS 1310. University Singers (1)
 MUS 1311. Women's Chorus (1)
 MUS 1320. Chapel Choir (1)
 MUS 1330. Pep Band (1)
 MUS 1331. University Band (1)
 MUS 1341. Jazz Ensemble (1)

PERFORMANCE AND MUSICIANSHIP (6)

MUS 1210. Piano Lessons (2)
 MUS 2210. Piano Lessons (2)

or

MUS 1220. Organ Lessons (2)
 MUS 2220. Organ Lessons (2)

“Being a part of the Department of Music at HPU has helped to ignite my passion for music and is preparing me for a career in the field.”

–Kelly Brode, 2013 Graduate and Master’s student at Florida State University

and

MUS 3510. Piano or Organ Literature (2)

DEPARTMENTAL ELECTIVES (4)

Requirements for a Minor in Music with a Concentration in Instrumental Studies (22 credits)

MUSIC CORE (8)

MUS 1000. Music Core I (4)

MUS 1100. Music Core II (4)

ENSEMBLE 4 credits selected from:

MUS 1330. Pep Band (1)

MUS 1331. University Band (1)

MUS 1341. Jazz Ensemble (1)

MUS 1342. Chamber Orchestra (1)

PERFORMANCE AND MUSICIANSHIP (6)

MUS 1230. Trumpet/French Horn Lessons (2)

MUS 2230. Trumpet/French Horn Lessons (2)

or

MUS 1231. Trombone Lessons (2)

MUS 2231. Trombone Lessons (2)

or

MUS 1232. Euphonium and Tuba Lessons (2)

MUS 2232. Euphonium and Tuba Lessons (2)

or

MUS 1240. Flute Lessons (2)

MUS 2240. Flute Lessons (2)

or

MUS 1241. Clarinet Lessons (2)

MUS 2241. Clarinet Lessons (2)

or

MUS 1242. Double Reed Lessons (2)

MUS 2242. Double Reed Lessons (2)

or

MUS 1243. Saxophone Lessons (2)

MUS 2243. Saxophone Lessons (2)

or

MUS 1250. Percussion Lessons (2)

MUS 2250. Percussion Lessons (2)

or

MUS 1290. Violin and Viola Lessons (2)

MUS 2290. Violin and Viola Lessons (2)

or

MUS 1291. Guitar Lessons (2)

MUS 2291. Guitar Lessons (2)

or

MUS 1294. Cello Lessons (2)

MUS 2294. Cello Lessons (2)

or

MUS 1295. Double Bass Lessons (2)

MUS 2295. Double Bass Lessons (2)

and

MUS 3520. Instrumental Literature (2)

DEPARTMENTAL ELECTIVES (4)



Course Descriptions

MUS 1000. Music Core I. An integrative course of study in music history, music theory, aural skills, and music literature of the Medieval through Renaissance periods. *Four credits.* [A]

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

MUS 1100. Music Core II. An integrative course of study in music history, music theory, aural skills, and music literature of the Baroque through Classical periods. *Prerequisite: MUS 1000. Four 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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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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MUS 1210, 2210, 3210, 4210. Piano Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

MUS 1220, 2220, 3220, 4220. Organ Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

MUS 1250, 2250, 3250, 4250. Percussion Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

**MUS 1280, 2280, 3280, 4280. Composition Lessons.**

Technical studies and development of artistic technique. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. One credit each semester. May be repeated for credit.*

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. One credit each semester. May be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*

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. *One or two credits each semester (based on one or two private half-hour lessons per week). Each level may be repeated for credit.*



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. One credit each semester. May be repeated for 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. One credit each semester. May be repeated for 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. One credit each semester. May be repeated for 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. One credit each semester. May be repeated for credit.*

MUS 1330. Pep Band. The Pep Band is open to all interested brass, woodwind, and percussion students. Enrollment is open to music majors and non-majors. Various styles of contemporary music, including popular, jazz, funk, and Latin music, are studied and performed. *One credit each semester. May be repeated for 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. *One credit each semester. May be repeated for 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. *One credit each semester. May be repeated for credit.*

MUS 1341. Jazz Ensemble. An instrumental ensemble focusing on the standards of Jazz Repertoire. Will perform several times at various events each semester. *One credit each semester. May be repeated for credit.*

MUS 1342. Chamber Orchestra. Students will study and perform appropriate chamber orchestra literature of all eras. The ensemble will present at least one concert per semester. *One credit each semester. May be repeated for 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. *One credit each semester. May be repeated for 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. *One credit each semester. May be repeated for credit.*

MUS 1345. Woodwind Ensemble. Students will study and perform appropriate woodwind ensemble literature of all eras. The ensemble will present at least one concert per semester. *One credit each semester. May be repeated for credit.*

MUS 1350. Opera/Opera Scenes. Performance of opera or opera scenes. *Prerequisite: Audition with the director. One credit each semester. May be repeated for credit.*

MUS 1360. Musical Theatre/Scenes. Performance of a musical theatre or musical theatre scenes. *Prerequisite:*

“Because of the high quality of music instruction I received at High Point University, I was honored to receive full scholarship awards to both the Notre Dame School of Music and Southern Methodist University Perkins School of Theology for Sacred Music.”

—Ben Hensley, 2011 HPU graduate and Master’s student at SMU in Dallas, Texas

Audition with the director. One credit each semester. May be repeated for credit.

MUS 1400. Diction I. A foundation course for clear and correct diction in singing of Italian, English, and Latin. Emphasis is placed on differences between spoken and sung diction in each language. *Two credits.*

MUS 1600. Human Dimensions of Music. A study of the nature of music in Western culture from ancient to modern times, with a focus on how humankind perceives self through music. *Four credits. [A]*

MUS 1700. Music Fundamentals. This course is primarily for students registering for MUS 1000 who need a basic knowledge of music theory. The course will teach students the fundamental elements of music reading skills, including note names in treble, bass, and C clefs, note values, key signatures, meter/time signatures, scales, melodic and harmonic intervals, basic triads, etc. *Two credits.*

MUS 2000. Music Core III. An integrative course of study in music history, music theory, aural skills, and music literature of the Romantic period. *Prerequisite: MUS 1100. Four credits.*

MUS 2100. Music Core IV. An integrative course of study in music history, music theory, aural skills, and music literature of the 20th and 21st centuries. *Prerequisite: MUS 2000. 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 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. Philosophies and methods of organizing and teaching instrumental music in the schools and in private lessons. Includes planning and implementing pedagogic techniques in laboratory sessions. *Prerequisite: Junior standing or permission of the instructor. Two credits.*



MUS 3430. Piano Pedagogy. A survey of piano 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 3500. Vocal Literature. Designed as a study of vocal literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21st century. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3510. Piano/Organ Literature. Designed as a study of piano literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21st century. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

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

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MUS 3520. Instrumental Literature. Designed as a study of instrumental literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21st century. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3530. Opera Literature. Designed as a study of opera literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21st century. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3540. Musical Theatre. Literature Designed as a study of musical theatre literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21st century. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3550. History of Czech/Regional Music and Musicians. This course will provide a broad overview of music history and performance practice of the Czech Republic and surrounding nations, with special emphasis on 20th century compositions. *Four credits.*

MUS 3600. History of Musical Theatre. A historical study of the development of Musical Theatre, the composers, prominent theatres, and performers of the genre. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3610. History of Opera. A historical study of the development of Opera, the composers, prominent theatres, and performers of the genre. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

MUS 3620. History of Pop Music. A historical study of the development of popular music, including genres from the beginning of the 20th century through current trends in the pop idiom. *Prerequisite: Junior standing or permission of the instructor. Two credits.*

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. [A, GS]*

MUS/GBS 3651. Rock Me Amadeus: Mozart's music, his life, and his legacy. A study of the musical traditions and present-day influence of Wolfgang Amadeus Mozart, through the reading, listening, and discussion of representative works and correspondence. The required May travel component includes Prague, Vienna, and Salzburg. This course is designed for both music majors and non-music majors. *Prerequisite: Sophomore standing. Four credits. [SA, GS]*

MUS 3700. Tonal Counterpoint. Contrapuntal techniques and musical forms of the middle and late Baroque period. Analysis of music by composers such as Bach, composition in representative forms, and aural training. *Prerequisite: Junior standing or permission of the instructor. Four credits.*

MUS 3710. Part Writing. Study and practice of writing vocal music in four parts. *Prerequisite: Junior standing or permission of the instructor. Two credits.*





MUS 3720. Form & Analysis of Music. A review of western European music history from the Greeks to present day. Analysis of selected representative works, as well as readings and discussions of literature on theoretical concepts of form and analysis will be examined. *Prerequisite:* Junior standing or permission of the instructor. Four 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 4400. Vocal Pedagogy II. A survey of advanced 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:* MUS 3400. 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 4420. Baroque Performance Interpretation. Vocal and instrumental performance techniques of the music of the

Baroque period. *Prerequisite:* Junior standing or permission of the instructor. Four 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 2100 and junior standing, or permission of the instructor. Four credits.

MUS 4700. Advanced Analytical Techniques. Advanced techniques in the analysis of tonal music. *Prerequisite:* MUS 2100 and junior standing, or permission of the instructor. Four credits.

MUS 4710. Jazz Analysis. Establishes a foundation of knowledge for the study of jazz improvisation and composition, stressing jazz nomenclature, chord/scale analysis, basic chord substitution, and voice leading. *Prerequisite:* Junior standing or permission of the instructor. Two credits.

MUS 4720. Schenkerian Analysis. A method of musical analysis of tonal music based on the theories of Heinrich Schenker. *Prerequisite:* MUS 2100 and junior standing, or permission of 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.

“Not only is the Universe stranger than we think, it is stranger than we can think.”

– Werner Heisenberg

Department of Physics

Dr. Aaron Titus, *Chair*; Dr. Brad Barlow; Dr. Martin DeWitt;
Dr. Briana Fiser

Degree Requirements

The Department of Physics offers both B.A. and B.S. degrees in Physics. To graduate from High Point University with these degrees, students must complete the following:

B.A. in Physics

Major Requirements	48 credits
University Core Requirements.....	50 credits
Electives	30 credits
TOTAL.....	128 credits

B.S. in Physics

Major Requirements	62 credits
University Core Requirements.....	50 credits
Electives	16 credits
TOTAL.....	128 credits

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. Perform computational modeling.
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)

- PHY 2010. Fundamentals of Physics I (4)
- PHY 2020. Fundamentals of Physics II (4)
- PHY 2030. Modern Physics (4)
- Three PHY electives from: PHY 2100, 3110, 3210, 3310, 3400, and CHM 4020 (12)
- 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)
- CSC 1710. Introduction to Programming (4)

Requirements for the B.S. in Physics (62 credits)

- PHY 2001. Research and Scientific Writing in Physics I (1)
- PHY 2002. Research and Scientific Writing in Physics II (1)
- 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. Electricity and Magnetism (4)
- PHY 3310. Quantum Mechanics (4)
- PHY 3400. Statistical Mechanics and Thermal Physics (4)
- PHY 4000. Undergraduate Research (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)
CSC 1710. Introduction to Programming (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)
One PHY elective at the 2000-level or above (4)
MTH 1410. Calculus I (4)
MTH 1420. Calculus II (4)

Course Descriptions

PHY 1000. Astronomy of the Solar System. An introduction to modern astronomy with emphasis on the solar system. Topics include observational astronomy, history and development of astronomy, formation of the solar system, and the structure and composition of the sun, planets, asteroids, and comets. *This course consists of 3 hours of lecture and 2 hours of laboratory per week. Four credits. [N]*

PHY 1050. Astronomy of Stars, Galaxies, and the Cosmos. An introduction to modern astronomy with emphasis on the Universe beyond the solar system. Topics include properties and life cycles of stars, supernovae, neutron stars, black holes, white dwarfs, interstellar medium, galaxies, and cosmology. *This course consists of 3 hours of lecture and 2 hours of laboratory per week. Four credits. [N]*

PHY 1100. Physics of Sound and Music. An introduction to the physics of sound and music. Topics include vibrations, waves, fundamentals and overtones, musical scales, harmony, and production, detection, and perception of sound. *This course is intended primarily for non-science majors and consists of 2 lecture hours and 2 laboratory hours per week. Four credits. [N]*

PHY 1200. Physics for Video Games. An introduction to laws of physics needed to produce games, simulations, and computer animations with compelling realism. Topics include kinematics, Newton's laws of motion, conservation of momentum, conservation of energy, and rotational dynamics, with applications to projectile motion, collisions, oscillations, and rotational motion. Laboratory topics include measurement, graphical interpretation and curve fits, video analysis, and simulation development. No programming experience is

required. *This course is intended primarily for non-science majors and consists of 2 lecture hours and 2 laboratory hours per week. Four credits. [N]*

PHY 1510. General Physics I. An introduction to mechanics, properties of matter, waves, sound, and thermodynamics. *Prerequisite: MTH 1400. This course is offered in the fall and spring and is intended for science majors who are not required to take calculus-based physics for their major. PHY 1510 must be taken concurrently with the lab (PHY 1511). Three credits. [N]*

PHY 1511. General Physics I Laboratory. A laboratory to accompany PHY 1510. Topics include measurement, error analysis, graphical interpretation and curve fits, video analysis, and computer data acquisition interfaces and sensors. Applications are congruent with topics covered in PHY 1510. *One credit.*

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 2001. Research and 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 and 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. One credit.*



PHY 2010. Fundamentals of Physics I. A calculus-based study of mechanics, waves, and thermal physics with emphasis on atomic models and fundamental principles. This course satisfies the Area II General Education elective in Natural Science. Topics include various applications of fundamental principles to matter and interactions, including classical, relativistic, and quantum systems. *Prerequisite or corequisite: MTH 1410. This course consists of 4 hours of lecture and 2 hours of laboratory per week. PHY 2010 must be taken concurrently with the lab (PHY 2010L). Four credits. [N]*

PHY 2020. Fundamentals of Physics II. A calculus-based study of electricity and magnetism, and geometrical and physical optics, with emphasis on atomic models, fields, and the classical interaction of light and matter. *Prerequisite or corequisite: MTH 1420. This course consists of 4 hours of lecture and 2 hours of laboratory per week. PHY 2020 must be taken concurrently with the lab (PHY 2020L). Four credits.*

PHY 2030. Modern Physics. An introduction to relativity, quantum mechanics, and nuclear physics. *Prerequisite: PHY 2020. This course consists of 6 hours of integrated lecture and laboratory per week. Four credits.*

PHY 2100. Electronics. An introduction to the major aspects of electronics theory and practice found in scientific and computer instrumentation. Topics include DC and AC circuit analysis, diodes and the PN junction, bipolar junction transistors, transistor amplifiers, operational amplifiers, integrated circuits, analog to digital converters, and digital logic. *Prerequisite: MTH 1420. This course is offered in the spring and consists of 6 hours of integrated lecture and laboratory. Four credits.*

PHY 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

PHY 3110. Classical Mechanics. An advanced study of Newtonian mechanics applied to particles and systems of particles. Topics include central force motion, oscillators and coupled oscillators, rotating systems and rigid bodies, calculus of variations, and the Lagrangian and Hamiltonian formulations of mechanics. *Prerequisites: PHY 2020, MTH 2410, and MTH 3410 (MTH 3610 may be taken in place of MTH 2410 and MTH 3410). This course consists of 6 hours of integrated lecture and laboratory per week. Four credits.*

PHY 3210. Electromagnetism. An advanced study of electromagnetic theory using the methods of vector calculus. Topics include electrostatics of conductors and dielectrics, electric currents, magnetic fields, Maxwell's equations, wave propagation in media, and electromagnetic radiation. *Prerequisites: PHY 2030, MTH 2410, and MTH 3410 (MTH 3610 may be taken in place of MTH 2410 and MTH 3410). This course is offered in the spring of odd-numbered years. Four credits.*

PHY 3310. Quantum Mechanics. An introduction to nonrelativistic quantum mechanics and its physical interpretation. Topics include operator mechanics, matrix mechanics, the Schrodinger equation, one-dimensional potentials, bound states, tunneling, and central potential problems in three dimensions including the hydrogen atom. *Prerequisites: PHY 2030, MTH 2410, and MTH 3610 (MTH 2310 and MTH 3410 may be taken in place of MTH 3610). This course is offered in the fall of odd-numbered years. Four credits.*

PHY 3400. Statistical and Thermal Physics. An introduction to the microscopic description of thermodynamics and its application to macroscopic systems. Topics include temperature, heat, internal energy, entropy, phase transformations, kinetic theory, classical and quantum statistical distributions. *Prerequisites: PHY 2030, MTH 2410, and MTH 3610 (MTH 2310 and MTH 3410 may be taken in place of MTH 3610). This course is offered spring of even-numbered years. Four credits.*

PHY 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



“Our goal is to involve you in the research process because the experience and skills you obtain will make you more competitive for graduate school and industry. But more than experience and skills, you will gain confidence as a scientist.”

–Department of Physics

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 four 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.

NSC 2100. Physical Science for Education. An inquiry-based study of the basic concepts of physical sciences,

including properties of matter, motion and forces, and electricity and magnetism. Laboratory work emphasizes the application of the scientific method to understanding physical reality. *This course is restricted to education majors and consists of 6 hours of integrated lecture and lab per week. Course is offered in both the fall and spring. Four credits. [N]*

NSC 2200. Earth Science for Education. An introduction to fundamental processes of Earth. Topics include the theory of plate tectonics, rocks and minerals, formation of the continents, mountains and oceans, the atmosphere and pollution, natural resources, and basic astronomy. *This course is restricted to education majors and consists of 3 hours of lecture and 2 hours of laboratory per week. Four credits. [N]*



"A primary object should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important? And what duty more pressing than communicating it to those who are to be the future guardians of the liberties of the country?"

—George Washington

Department of Political Science

Dr. Mark Setzler, *Chair*; Dr. R. Carr Boyd, Jr.; Dr. Martin Kifer; Dr. Sam Whitt; Dr. Alixandra Yanus.

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 an advanced 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 and well trained across the major subfields of political science.

Degree Requirements

To graduate from High Point University with the B.A. degree in Political Science, students must complete the following:

B.A. in Political Science

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

B.A. in Political Science (36 credits)

- PSC 1010. Contemporary Issues and Politics 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 or PSC 2710. International Relations (4)
- PSC 4099. Senior Seminar or PSC 4810-4815. Student Intern Program. The internship must be undertaken in the junior or senior year, and credit is subject to departmental approval (4)

16 credits of political science courses outside of the classes taken to meet the requirements listed above.

General elective coursework may include independent study coursework, special topic classes, and a maximum of four credits in the Student Intern 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 class must be at the 4000-level.

Requirements for a Minor in Political Science (20 credits)

Two courses selected from the following (8):

PSC 2310. American Politics (4)
PSC/GBS 2510. Comparing Foreign Political Systems (4)
PSC 2710. International Relations (4)

12 credits of political science courses outside of the classes taken to meet the requirement listed above.

Course Descriptions

PSC 1010. Contemporary Issues and Politics. This course surveys many of the most pressing issues being explored by contemporary political scientists. Why are some communities plagued by violence while others live in peace? Why do mass poverty and war still exist on a global scale? Why do countries that have no intention of using weapons of mass destruction still seek to possess them? How are democratic values and behaviors first established in a society, and how are they passed on to future generations? Students will examine these and other central questions in political science as they learn how the systematic study of political ideas, institutions and behaviors offers unique insights into many of humanity's most profound social and political challenges. *Four credits.*

PSC 1011. Enduring Issues in Political Thought. This course examines how various political theorists and philosophers have attempted to answer the most fundamental and enduring of political questions. Students will analyze numerous contentious topics from multiple perspectives including questions such as whether there is ever justification for war, what are the civic obligations of citizens and government and how should democracies incorporate peoples of different backgrounds. *Four credits.*

PSC 2019. Political Science Research Methods. In recent decades, empirical research in the social sciences has transformed our understanding of domestic and international politics. Yet, how can we be confident that researchers are presenting valid results rather than just reproducing their biased preferences? This course addresses this question by surveying the primary techniques that political scientists use to describe and explain individual, group, and mass political

behaviors. Course topics will include the ethical conduct of research, proper project design, hypothesis development and testing, and the reporting of results. The methodologies investigated will include practices such as interviewing and observation, focus groups, survey research, content analysis and various types of statistical analysis. Students will gain hands-on research experience in exercises and small projects. *This course is restricted to students majoring in political science or international relations. Four credits.*

PSC 2055/IDS 2255. Survey Research Center Practicum. An interdisciplinary introduction to survey research methodology that provides students with hands-on experience conducting phone-based surveys as an interviewer in High Point University's Survey Research Center. Students will receive training in research ethics and interviewing skills, as well as obtain experience designing, collecting, and analyzing surveys. *One or two credits. Can be repeated for one credit, up to 3 semesters.*

PSC 2310. American Politics. This course surveys the origins, institutions, and culture of the US political system. What kind of democracy did the nation's founders intend to build? How and why has American democracy changed over time? How can everyday people influence government? Do the media and pop culture help or hinder good governance? How well do the nation's political institutions serve the common good? Do state and local governments advance or inhibit policy innovation? Students will explore these and other enduring questions in order to reach to their own conclusions about the health and direction of American democracy in the 21st Century. *Four credits. [S]*

PSC 2398. Politics and Power Inside DC. This course takes students behind closed doors in the nation's capital where many of America's most important political decisions are made. The class begins on the High Point University campus with an exploration of case studies and eyewitness accounts of politics and policymaking. Seminars will expose students to a diverse array of insider and practical analyses of political elite and institutional behavior. Over a period of two weeks outside of the University's normal academic calendar, the course will shift locations to Washington, D.C. In Washington, students will interact with elected officials, lobbyists and other powerbrokers, while also exploring many of the nation's most noteworthy political landmarks and centers of power. Participation is mandatory in the off-campus component of this course. *Four credits.*

PSC/GBS 2510. Comparing Foreign Political Systems. Using country case studies selected from Asia,



Africa, Europe, Latin America and the Middle-East, this course compares the structure of political power across many of the world's most influential nations. Students will investigate why different types of governments vary in their capacity to develop modern economies, limit political violence, protect excluded groups and respond to their citizens' needs. While the primary focus is on governmental institutions and political behavior, the course covers multiple cultural perspectives on the role and optimal structure of government, and it surveys the basic geography, history and the circumstances of everyday life in numerous foreign settings. *Four credits.* [GS]

PSC 2710. International Relations. This course explores how global and domestic politics interact to shape foreign policy behaviors, strategic alliances and interactions among nations. Students will investigate why countries choose to cooperate or engage one another in conflict, how globalization and the changing fortunes of the world's most powerful nations are reshaping the roles and power of international institutions and whether nations are likely to work together to solve the most pressing international problems of our day. *Four credits.* [S]



PHL/PSC 3009. Political Philosophy. This course studies representative philosophies of Western political traditions from an historical perspective with emphasis placed upon modern European and American theories of state and society. *Four credits.*

PSC 3310. American Political Institutions. This course offers an in-depth analysis into the three principal institutions of the US political system: the Congress, the presidency and the courts. The class will examine how political parties and interest groups affect these institutions in terms of public confidence, elections and policy outcomes. The goal of the course is to develop an advanced understanding as to how all of these institutions intertwine while attempting to function within the Constitutional framework of the United States. *Four credits.*

PSC/WGS 3311. Women and Politics. This course considers the theoretical foundations of women's role in society and examines the scope and nature of the difference that women make in politics. It examines the changing role of women in American politics — as citizens, voters, candidates and elected officials — from the 1800s to the present. Finally, it evaluates the ways that legislation and litigation have altered the political and legal rights of women in modern society. *Four credits.*

PSC 3317: Pop Culture, Media, and Politics. The course explores how popular culture impacts political actors, attitudes, and outcomes through mediums such as film, magazines, television shows, and the internet. It will also analyze how mainstream and alternative news coverage has impacted American politics, seeking to understand how the impact of popular culture has changed over time and the extent to which it enhances or detracts from the quality of American democracy. *Four credits.*

PSC 3320. The Constitution, Civil Liberties, and the Courts. This course provides an in-depth analysis of the legal foundations of our nation. Students will analyze how and why the meaning and scope of civil liberties have evolved over time. The course considers the Constitutional framework within which federal judges operate, dozens of pivotal Supreme Court cases and the main factors behind judicial decision-making. Course topics will include numerous enduring questions — such as what limits should be placed on freedom of speech or governmental involvement with religion — while also engaging contemporary issues and Constitutional questions. *Four credits.*

PSC 3330. Public Opinion. This course introduces students to the origins and effects of political attitudes as well as the methods that political scientists use to measure them. Students will learn about the impact of historic events, media and elite rhetoric on public attitudes as well as how political figures react to public opinion in order

to make their own decisions. The course will also draw on the resources of the university's survey research center to illustrate important concepts in writing and fielding public opinion surveys. While US political attitudes are the primary focus of the course, students will also learn about differences in public opinion across several countries. Students will gain hands-on experience analyzing and presenting the results of polls from political campaigns as well as policy areas such as education, health care and international affairs. *Four credits.*

PSC 3332. Campaigns and Elections. This course is a practical introduction to US elections that takes students behind the scenes of historic and on-going political campaigns. Students will learn about the challenges of running for public office, including how professional politicians build and manage campaign organizations, develop messages and strategies and promote their candidacies using television and new media. The course will expose students to the internal workings of ongoing local, state and federal campaigns through visits by candidates and political operatives, opportunities to work on actual campaigns and exercises in which they will employ campaign techniques and tactics. *Four credits.*

PSC/GBS 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.* [GS]

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/HST/GBS 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.* [GS]

PSC 4099. Senior Seminar. This seminar is a capstone course to the political science and international relations majors. Working closely with one or more faculty mentors, students will complete and publicly present a substantial original research project on an approved topic of their choice. Students will also compile a professional portfolio designed to help them transition with success to professional employment or graduate school. *Prerequisites: This course is open to INR and PSC majors only; senior standing is required except by instructor approval. Four credits.*

PSC 4320. Judicial Politics. This course is an in-depth exploration of the American judiciary as a political institution. To this end, it will consider the structure, functions and activities of American courts. The seminar will also examine how courts interact with their publics, other courts and other political institutions. Finally, it will investigate how courts act as policymakers as well as the consequences of these actions for American democracy. *Prerequisites: Sophomore standing and PSC 2019, or permission of the instructor. Four credits.*

PSC 4710. International Conflict and Security. This seminar provides an in-depth analysis of why interstate war, civil conflict, genocide and terrorism continue despite our growing capacity to address other sources of human suffering. The course will explore how international regimes, globalization, advances in military technology and evolving human rights norms are reshaping the causes and methods of warfare. Students will evaluate a wide range of strategies

to reduce inter-and intra-state violence. *Prerequisites: Sophomore standing and PSC 2019, or permission of the instructor. Four credits.*

PSC 4720. US Foreign Policy. This course investigates how the US government interacts with the world. Topics addressed in the class include: Who are the most powerful political actors in shaping the content and priorities of foreign policy? Why do we sometimes pursue relationships with foreign actors that some Americans view to be immoral? How do interest groups, the media, and public opinion affect the way the US interacts with other countries? Why do US priorities and relations with other countries vary so much across different world regions? Students will have numerous hands-on opportunities to explore these questions and others as they apply course concepts to realistic policy-making scenarios. *Prerequisites: Sophomore standing and PSC 2019, or permission of the instructor. Four credits.*

PSC 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

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

PSC 4810-4815. Student Internship. Variable credit. Credit-bearing internships are arranged through the Office Career and Professional Development and the Internship Resource Center.





“The psychology professors really care about your progress as a student. They have helped me prepare for my future.”

–Alec Cunningham (former student)

Department of Psychology

Dr. Gregory Hundt, *Chair*; Dr. Kelly Curtis; Dr. Deborah Danzis; Dr. Sadie Leder-Elder; Dr. Kirsten Li-Barber; Dr. Stacy Lipowski; Dr. Christopher Lootens; Dr. Jana Spain; Dr. Kimberly Wear.

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 sub-areas 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. Non-majors may take any psychology course provided they have met the appropriate prerequisites. 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

1. Students will develop a broad knowledge base of psychology.
2. Students will develop critical thinking skills in psychology.
3. Students will understand research methods in psychology.
4. Students will understand ethics in psychology.
5. Students will develop career-relevant knowledge, skills, and abilities.
6. Students will develop their communication skills.

Degree Requirements

The Department of Psychology offers the B.S. degree in Psychology. To graduate from High Point University with this degree, students must complete the following:

B.S. in Psychology

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

Requirements for the B.S. in Psychology (44 credits)

Required Core Courses (16)

Complete each of the following courses:

- PSY 2000. Introduction to Psychology (4)
- PSY 2100. Statistics for Psychology (4)
- PSY 3100. Research Methods in Psychology (4)
- PSY 4100. Advanced Research Methods in Psychology (4)

Required Electives (28)

Select 3 courses from Area A, 2 courses from Area B, and 8 credits from Area C.

A. Survey of Psychology

Choose 3 of the following courses (12):

- PSY 2200. Personality Psychology (4)
- PSY 2250. Abnormal Psychology (4)
- PSY 2300. Lifespan Development (4)
- PSY 2400. Social Psychology (4)
- PSY 2500. Cognitive Psychology (4)
- PSY 2600. Biopsychology (4)
- PSY 2880. Special Topics (4)

B. Psychological Processes

Choose 2 of the following courses (8):

- PSY 3210. Person Perception (4)
- PSY 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)



C. Applications of Psychology

Choose 8 credits from the following courses:

- PSY 4110. Undergraduate Research (no more than 4 credits will count toward the Psychology major)
- 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 4710-4750. Student Internship Program (no more than 4 credits will count toward the Psychology major)
- PSY 4880. Special Topics (4)

Required supporting courses: BIO 1100, BIO 1399, or BIO/EXS 2060

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 a Minor in Psychology (20 credits)

- PSY 2000 Introduction to Psychology
- 8 credits at the PSY 2000 level (excluding PSY 2000)
- 8 credits at the PSY 3000/4000 level

Course Descriptions

PSY 2000. Introduction to Psychology. An introduction to the major theories, concepts, and applications of psychological topics, including neuropsychology, sensation and perception, human development, learning and memory, social, personality, and psychological disorders and therapy. Throughout the course, an emphasis is placed on understanding the link between theory and real-world application of psychological principles. Students also participate in experiential research activities, which include research studies, reading journal articles, attending psychology media presentations or guest speaker presentations. *Course is offered in the fall and spring. Four credits. [S]*

PSY 2100. Statistics for Psychology. An introduction to descriptive and inferential statistics commonly used by psychologists, including measures of central tendency, variability, t-tests, correlation, regression, and analyses of variance. Emphasis is on hypothesis testing, interpretation, and application in psychological research. Students are introduced to psychological research methods and learn to use statistical software for analyses. *Prerequisites: MTH 1130 or higher. Course is offered in the fall and spring. Four credits.*

PSY 2200. Personality Psychology. A survey of the major approaches to the study of human personality. Focusing on individual differences in affect, behavior, and cognition, the course reviews classic and contemporary personality perspectives, including the biological, trait, behavioral, cognitive, psychoanalytic, and phenomenological perspectives. Students develop an understanding of the tools and methods currently used to assess and study personality and learn to evaluate the relevant scientific research. The relative validity of self-reports, informant reports, behavioral measures, and life outcomes as measures of personality is 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 applying the scientific method to the study of social perception and cognition, attitudes and persuasion, interpersonal attraction, social influence, altruism, aggression, and group decision-making. The application of social psychological research and theory to everyday social behavior is emphasized.

Prerequisite: PSY 2000. *Course is offered in the fall.*

Four credits.

PSY 2500. Cognitive Psychology. An introduction to the field of cognitive psychology. Students may expect to learn how humans identify, represent, and process information from their environment. Topics covered within the course include, perceptual recognition, attention, memory, language, problem solving, and decision making. Theory and empirical evidence are used to examine the processes underlying these areas. This includes hands-on involvement with different tasks used in these areas of research. *Prerequisite:* PSY 2000. *Course is offered in the spring.* *Four credits.*

PSY 2600. Biopsychology. An introduction to the field of biopsychology. Students may expect to learn about current and past methodologies and research on the interplay of the brain and behavior. Topics covered within the course include investigation of behavioral genetics, evolutionary psychology, neuroanatomy, physiological perspectives of sensory perception, learning and memory, sleeping and dreaming, drug addiction, emotion, human sexuality, and biological bases of psychiatric disorders. *Prerequisites:* PSY 2000 and BIO 1100, BIO 1399 or BIO/EXS 2060. *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 3310. Child Development. A more focused examination of the period of development that spans from prenatal development up to late childhood. Topics include an examination of traditional and non-traditional birthing methods, the influence of early parent-child relationships on later child development, development of gifted and special needs children, and understanding the development of friendships during childhood. Special emphasis is placed on utilizing classic and contemporary child development research to further students' understanding of the principles and theories discussed in class. Students are given the opportunity to raise their own "virtual child" to provide a hands-on understanding of the biological, social and environmental processes that affect child development. *Prerequisites:* PSY 2000 and PSY 2300. *Course is offered in the fall of odd-numbered years.* *Four credits.*

PSY 3320. Adolescent Development. This course provides a targeted examination of the biological, cognitive, and socio-emotional development of humans between the ages of 12–18 years. It will explore the general patterns of development of the "typical" adolescent, as well as focusing on more specific topics related to adolescent development: puberty, risky behavior, peer pressure and dating, parent-adolescent relationships, academics, identity development and psychological well-being. *Prerequisite:* PSY 2300. *Course is offered in the fall of even-numbered years.* *Four credits.*

PSY 3410. Social Cognition. An examination of how peoples' perceptions of their social environment motivate their thoughts, emotions and actions. The primary focus of course discussion ison applying this unique perspective to daily life. Course material draws from sources in a variety of contexts, including

“An experiment is a question which science poses to Nature, and a measurement is the recording of Nature’s answer.”

—Max Planck

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/GBS 3470. Cross-Cultural Psychology. This study abroad course will examine factors leading to socio-cultural similarities and differences in personality, emotion, interpersonal interaction, relationships, group processes, and physical and mental health in order to identify universal vs. culture-bound aspects of behavior. Issues concerning cultural contact and intercultural relations will be considered. Students will gain a greater appreciation of the influence of culture on everyday experiences while simultaneously understanding that culture is a dynamic entity. Students will participate in individual and small group projects, both in the US and abroad, that explore our understanding of culture and apply the findings of cross-cultural psychology to a variety of human behaviors and experiences in the countries we will visit. *Prerequisite: PSY 2000. Four Credits. [SA, GS]*

PSY 3510. Language and Thought. A comprehensive survey of current theories and research of language functions in natural context and their relation to the processes by which language is produced (how we construct an utterance, from idea to completed sentence), understood (how we perceive and understand speech and written language), and acquired (how children acquire language and how second languages learned). This course examines the relationship between language and thought, psychological approaches to meaning, and disorders of speech and language. *Prerequisites: PSY 2000 and PSY 2500. Course is offered in the fall of even-numbered years. Four credits.*



PSY 3520. Sensation and Perception. This course introduces students to two closely related, though distinct processes. Sensation and perception are the processes by which we absorb information from environmental stimuli (sensation) and convert it into data that our brains and bodies use to modify behavior (perception). Students will learn about the neurobiology of sensory pathways, fundamentals of perceptual processing, and higher level meaning-making for our senses including: vision (seeing), audition (hearing), the chemical senses (taste and smell), and somatosensation (touch). Additionally, time will be spent discussing what happens when sensory and perceptual processes fail. *Prerequisite: PSY 2500 or PSY 2600. Course is offered in the spring of even-numbered years. Four credits.*

PSY 3610. Health Psychology. An examination of the contribution psychology has made to understanding health and illness. This course focuses on the physiological, psychological, and social factors that contribute to health and illness. The course includes such topics as the promotion and maintenance of good health, the treatment of illness in the medical setting, doctor-patient communication patterns, patients’ reactions to illness, and behavioral intervention to

“The psychology program at HPU is amazing. The courses and faculty have ignited a passion for psychology in me, making me want to change the lives of others.”

—Krystal Michelle Proctor (former student)

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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 deviations, sex-related crimes, sexual dysfunctions, and sex in the context of intimate, romantic relationships. *Prerequisite: PSY 2000. Course is offered in the spring of even-numbered years. Four credits.*

PSY 3710. Career Development and Psychology. Using psychological research on career decision-making, this course examines career preparation, training, and job search issues relevant to psychology. Students explore career options related to psychology, study factors related to career choice, and participate in activities designed to help them clarify and achieve career goals. Emphasis is on preparatory activities during the undergraduate years for careers or graduate study. Additionally, psychological research on job searching, application, and interviewing is studied and used to develop action plans for achieving career goals. The emphasis is on the development of applied skills in career preparation and progression. *Prerequisite: PSY 2000. Course is offered in the spring of odd-numbered years. Four credits.*

PSY 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 of odd-numbered years. 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 spring of even-numbered years. Four credits.*

PSY 4301. Family Dynamics. This course will take a lifespan developmental approach towards understanding the family unit. Topics will include research methodology and theories of the family, as well as the stages of family development: marriage, child-rearing, conflict, divorce, illness and death. Inclusion of critical discussion and comparison of family units outside of the U.S. will provide students with the opportunity to understand how cultural differences have a powerful influence on the developmental tasks of the family unit and its individual members. Students will also examine through both lecture and applied and hands-on activities and projects how developmental change at the level of the individual family member impacts functioning of the entire family unit, and conversely how changes within the family unit impact the development of the individual members. *Prerequisite: PSY 2300. Course is offered in the spring of even-numbered years. Four credits.*

PSY 4311. Cognitive Development. In this course students will gain a broader and deeper understanding of theories and research concerning children’s thinking. The course material will build on the knowledge that students already acquired in Lifespan and Cognitive Psychology. Students will learn how thinking changes as children get older and gain experience in the world. Topics covered include theories of general cognitive development (e.g., Piaget’s stage model) as well as findings regarding specific cognitive advancements (e.g., memory, language, problem solving). *Prerequisite: PSY 2300 or PSY 2500. Course is offered in the fall of even-numbered years. Four credits.*

PSY 4342. Cognitive Aging. An in-depth examination of adult age-related changes in basic cognitive functions. Specifically, the course focuses on memory, reasoning, language and intelligence, and applies the current theory and research to the use of these processes in everyday life. Emphasis is placed on the application of scientific methods to the study of aging. The course also examines cognitive dysfunction from mild cognitive impairment to more severe impairments such as Alzheimer’s Disease. *Prerequisites: PSY 2000 and PSY 2500. Course is offered in the fall of even-numbered years. Four credits.*

PSY 4430. Social Influence. An in-depth analysis of topics within the subfield of social influence. Topics in this area include persuasion, conformity, obedience, and group processes. This course emphasizes the application of social influence concepts within a number of domains. Course work includes several experiential independent projects. *Prerequisites: PSY 2000 and PSY 2400. Course is offered in the fall of odd-numbered years. Four credits.*

PSY 4450. Organizational Behavior. A study of the determinants and consequences of behavior in work organizations, focusing on individual-level, group-level, and organization-level variables. Scientific research is reviewed to understand these influences and how they affect personal experiences and organizational effectiveness. Influences such as personality, emotions, social perception, job satisfaction, power, conflict, workplace violence, and organizational culture are reviewed, with emphasis on how knowledge gained from systematic study can apply to employee well-being and evidence-based management strategies. *Prerequisites: PSY 2000 and PSY 3450. Course is offered in the spring of even-numbered years. Four credits.*

PSY 4510. Learning and Memory. A comprehensive study of the literature on learning and memory including cognitive and neural organization of memory, mechanisms of remembering and forgetting, and why people sometimes falsely remember events that never happened. The course integrates theory and empirical research with application to everyday memory situations. Students can expect direct experience with common tasks used in research. *Prerequisites: PSY 2000 and PSY 2500. Course is offered in the spring of odd-numbered years. Four credits.*

PSY 4610. Drugs and Human Behavior. Examines the basic principles of psychopharmacology and the effects of psychoactive drugs on human nervous system functioning, emotion, thought, and behavior. Historical and current patterns of drug use are explored, with an emphasis on drugs of abuse and their effects on individuals. The effects, applications, and abuse of several drug classifications are studied, including but not limited to stimulants, narcotics, hallucinogens, cannabinoids, depressants, and alcohol. Relationships and applications to several areas of psychology are discussed, as are general issues in prevention and treatment. *Prerequisites: PSY 2000 and PSY 2600. Course is offered in the fall of even-numbered years. Four credits.*

PSY 4710-4750. Student Intern Program. Variable credit.



Department of Religion & Philosophy

Dr. Clinton Corcoran, *Chair*; Dr. Joseph Blosser; Dr. Matthew Brophy; Dr. Claudine Davidshofer; Dr. Christopher Franks; Dr. Sean Larsen; Dr. Amy MacArthur; Dr. Robert Moses; Dr. Phillip Norwood; Dr. James Ong; Dr. Jennifer Ortegren; Mr. Thaddeus Ostrowski; Dr. Mark Toole.

The Department of Religion and Philosophy offers both major and minor programs in Religion and Philosophy. Through these programs, the department seeks to provide inquiry into ideas, convictions, and ways of life that have shaped human history. Steeped in the liberal arts and consistent with the mission of the University, departmental programs offer opportunities for students to engage in critical thinking while cultivating the growth and development of the whole person. The programs in Religion and Philosophy will also prepare students seeking admission to theological seminaries and graduate schools.

Student Learning Outcomes

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

1. Be adept at presenting complex argumentative theses.
2. Be prepared for placement in graduate study.
3. Be adept at writing complex argumentative papers.
4. Be adept at sourcing, judging authority, and research.
5. Have an introductory knowledge of the academic study of the Bible.
6. Have familiarity with persons and ideas of significance in the Christian tradition.
7. Have familiarity with multiple religious traditions in global context.

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

1. Be adept at presenting complex argumentative theses.
2. Be prepared for placement in graduate study.
3. Be adept at writing complex argumentative papers.
4. Be adept at sourcing, judging authority, and research.
5. Have an introductory knowledge of logic and ethics.
6. Have familiarity with persons and ideas of significance in the Western Philosophic tradition.

Degree Requirements

The Department of Religion and Philosophy offers the B.A. degree in Religion and the B.A. degree in Philosophy. To graduate from High Point University with these degrees, students must complete the following:

B.A. in Religion

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

B.A. in Philosophy

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

Requirements for the B.A. in Religion (36 credits)

One course in Biblical Studies (4 credits):

- REL 2001. The Pentateuch (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 credits)

- REL 2020. Early Christian Thought (4)
- REL/PHL 2021. Medieval Philosophy and Theology (4)
- REL 2022. Modern Christian Theology (4)
- REL 2023. Contemporary Christian Theology (4)
- REL 3017. Foundations of Christian Ethics (4)
- REL 3020. Great Theologians (4)
- REL/PHL 3025. Evil, Suffering, and God (4)
- REL 3028. Religion in America (4)
- REL/GBS 3327. World Christianity (4)

One additional course in either Biblical Studies or Theology/History from the above distributions (4 credits)

One course in World Religions (4 credits)

- REL/WGS 2026. Women in Islam (4)
- REL 2036. Religions of East Asia (4)
- REL 2037. Religions of South Asia (4)
- REL 2018. Asian Religions and Environmental Concerns (4)
- REL 3031. Religions of Japan (4)
- REL 3032. Buddhist Traditions: Zen & Pure Land (4)
- REL 3033. Contemporary Buddhist Developments (4)
- REL 3034. Sages, Monks, and Ascetics (4)
- REL 3035. Comparative Religions Perspectives (4)
- REL/PHL 3142. Philosophical Issues in Science and Religion (4)

REL/PHL/GBS 3331. Asian Thought & Global Concerns (4)
REL/GBS 3332. Fundamentalism and Violence (4)

REL 2099. Approaches to Religion (4)*
REL 4099. Senior Seminar (4)**

Twelve elective credits in Religion

NOTE: None of the above requirements can be met by a 1000-level course; Only 12 credits of 1000-level courses will count toward the major; At least sixteen credits must be at the 3000-level or above.

*REL 2099 is a prerequisite for REL 4099. REL 2099 is offered each spring and Religion majors are encouraged to take it in the spring of the sophomore year.

**REL 4099 is offered each fall. Students seeking Department Honors must complete REL 4099 in the fall semester and then expand their research project throughout the ensuing spring semester and present their revised paper at an academic conference or submit it to a journal. The revised paper will be circulated among the department faculty in the spring semester to determine if it qualifies for Honors.

Minor in Religion (20 Credits)

One course in Biblical Studies selected from the following (4 credits):

REL 1001. Old Testament Studies (4)
REL 1002. New Testament Studies (4)
REL 1009. Introduction to Biblical Themes (4)
REL 2001. The Pentateuch (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)

REL 2099. Approaches to Religion (4)

Twelve elective credits in Religion.

Requirements for the B.A. in Philosophy (36 credits)

One course in Logic selected from the following (4 credits):
PHL 1006. Logic and Critical Thinking (4)
PHL 3006. Symbolic Logic (4)

One course in Ethics selected from the following (4 credits):
PHL 2008. Social Ethics (4)
PHL 2010. Biomedical Ethics (4)
PHL 2013. The Philosophy and Ethics of Education (4)

PHL/WGS 2016. Family Ethics (4)
PHL 2017. Communication Ethics (4)
PHL/REL 2019. Environmental Ethics (4)
PHL 2043. Business Ethics (4)

Three courses in History of Philosophy selected from the following (12 credits):

PHL 2020. Ancient Philosophy (4)
PHL/REL 2021. Medieval Philosophy and Theology (4)
PHL 2022. Modern Philosophy (4)
PHL 2023. Contemporary Continental Philosophy (4)
PHL 2024. Contemporary Anglo-American Philosophy (4)

4099 Senior Seminar (4)

Twelve Elective credits

NOTE: In addition to PHL 4099, at least 8 credits must be at the 3000-level or above

Minor in Philosophy (20 Credits)

4 credits in Logic
4 credits in History of Philosophy
8 Elective credits
4 credits at 3000 level or above

Course Descriptions

REL 1001. Old Testament Studies. A course examining the history and religious perspectives of ancient Israel as revealed through the text of the Hebrew Bible and pertinent Near Eastern texts. The focus of study is upon the context of the Old Testament in light of its historical background, as revealed through modern critical research, literary, and historical methods. *Four credits.* [R]

REL 1002. New Testament Studies. An introductory study of the books of the New Testament from literary, historical, and religious perspectives. The course includes a study of the Greco-Roman and Jewish setting of the New Testament, in-depth examination of the literary genres included in it, and consideration of its place in the developing faith of the earliest churches. *Four credits.* [R]

REL 1003. Sacred Experiences in World Religions. This course will explore the phenomenon of religion as found within numerous historical and cultural contexts. Although no single religious tradition will be treated comprehensively, materials from the following traditions will be selected in order to better examine the thematic issues that animate the religious

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

dimension of the human experience: Judaism, Christianity, Islam, Hinduism, Shinto, Jainism, Buddhism, and Confucianism. *Four credits.* [R]

REL 1004. Introduction to Judaism. This course provides a survey of Jewish history with a view toward understanding the diverse collection of practices and beliefs that comprise contemporary Judaism. Jewish literature and art, as well as the various social conditions in which Judaism was formed and to which it has adapted throughout the centuries, will shed light on the experience of modern Jewish religion and culture. *Four credits.* [R]

REL 1005. Introduction to Christianity. This course introduces students to the Christian religion through a study of its texts, history, and central doctrines. Students should come to appreciate both the beliefs and practices of the Christian churches as well as cultivate an understanding for what theology is and how it develops. Major topics may include the notions of canon, trinity, incarnation, Christology, soteriology, creed, prayer, authority, and church. *Four credits.* [R]

REL 1006. Introduction to Islam. This course will provide a basic, yet systematic overview of the intellectual and spiritual experience of Islam. Beginning with a look at pre-Islamic Arabia, we will then examine the life of the prophet Muhammad, the development of the Qur'an and the hadiths, the split between Sunni and Shia Islam, and the mystical Sufi Way. We will then examine more contemporary issues such as the place of Islam in America, the role of women, and the rise of Islamic Fundamentalism. *Four credits.* [R]

REL 1007. Introduction to Hinduism. This course will provide a basic, yet systematic overview of the myriad of Hindu religious traditions. We will progress historically from the Indus Valley civilization, to the Vedic Period, through the rise of the epic traditions and yoga philosophies, right up to present day Hindu nationalist movements. This course will cover such topics as creation myths, gods and goddesses, cycles of rebirth and paths of liberation, Indian literature and philosophy, yogas and devotionalism, and temples and pilgrimage sites. *Four credits.* [R]

REL 1008. Introduction to Buddhism. This course will provide a basic, yet systematic overview of the Buddhist religious tradition. This course will cover such topics as the life of the Buddha, the origins of Buddhism in India, the development of major doctrines and institutions, monastic and lay life, the tradition's growth and gradual spread throughout Asia, as well as contemporary expressions of Buddhism. *Four credits.* [R]

REL 1009. Introduction to Biblical Themes. In this course students will examine Biblical images of creation, fall, redemption, and sojourner in shaping human self-understanding. The course will include historical, literary, and interpretative responses to the Biblical images. *Four credits.* [R]

REL 1019. Christian Worship and Personal Reflection. A practicum using the chapel worship services to enable the student to understand and reflect upon the meanings of corporate hymns, prayers, readings, scripture lessons, and sermons and the beginning, retention or loss of those elements in their life to date. *One credit.*

REL 1020. Christian Worship and Personal Development. A practicum using the chapel worship services to enable the student to reflect upon the importance of worship attendance in the future plans of the student. *Prerequisite: REL 1019. One credit.*

REL 1021. Christian Worship and Church Leadership. A practicum using the chapel worship services, field visits, interviews, and a reflection paper to understand the role of leadership within a community of faith. *Prerequisite: REL 1020. Must be taken for a letter grade to receive credit toward the major or minor in Religion. Two credits.*

REL 2001. The Pentateuch. This course interprets the developing institutions and traditions of Israel and examines the varying ways in which the Hebrew people understood the critical events of their history as acts of God. Attention is given to the earliest covenants, life of the patriarchs, the Exodus, law codes and comparisons of the life, literature, customs and institutions of Israel with those of the ancient Near East. *Four credits.* [R]

REL 2003. Hebrew Prophets. This course studies the prophetic literature in the Hebrew Bible, with special attention given to its background, theology, and emphases on corporate and individual responsibility, and concepts of social justice, ancient and modern. *Four credits.* [R]

REL 2004. Jesus in the Gospels. This course studies the ministry and teachings of Jesus as presented in the Gospels of the New Testament in light of modern biblical scholarship. *Four credits.* [R]

REL 2006. Life and Letters of Paul. A study of one of the most important figures in the history of Christianity—Paul of Tarsus. This course will consist of an examination of his life, his call/conversion, his understanding of the first century's social,



political and ethical concerns, the theological development of the early church and an investigation of the purpose and content of his letters. *Four credits.* [R]

REL 2015. Faith and Ethics. An exploration of ethics from a theological perspective, with particular emphasis on how Christian faith contextualizes and shapes the moral life. Special attention will be given to the way major figures have thought critically about the meaning of faith, ethics and what it means to live well in relationship with God and other people. *Four credits.* [E]

PHL/WGS 2016. Family Ethics. An introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. *Service Learning sections available. Four credits.* [E]

REL/PHL 2019. Environmental Ethics. An introduction to ethical reflection on environmental issues. The course will include an examination of how various religious and philosophical traditions have viewed the relationship of humans to the rest of the natural world and a review of critical environmental problems and ways to address them. *Service Learning sections are available. Four credits.* [E]

REL 2020. Early Christian Thought. This course is a study of Christian thought from New Testament times through the major ecumenical councils. The course focuses on primary source readings and helps the student understand the development of Christian thought and the formation of Christian doctrine. *Four credits.* [R]

REL/PHL 2021. Medieval Philosophy and Theology. A study of medieval philosophical and theological reflection in the Mediterranean region, from Augustine to the nominalists. Christian, Jewish, and Islamic thinkers will be considered, with special emphasis on questions about metaphysics, the existence and attributes of God, the human person, and the problem of faith and reason. *Four credits.* [R]

REL 2022. Modern Christian Theology. This course is a historical and critical study of Christian thought from the Reformation through the nineteenth century. Major figures considered include (but are not limited to) Martin Luther, John Calvin, and Menno Simons. Topics will focus not only on reformation themes of church, soteriology, free will and predestination, but the entire range of theological considerations as well as counter-reformation responses. *Four credits.* [R]

REL 2023. Contemporary Christian Theology. A careful assessment of twentieth and twenty-first century Christian theological movements as they grapple with contemporary challenges. Theological topics of particular interest include hermeneutics, liberation, Black theology, feminism, womanist theology, Neo- and Radical Orthodoxy. *Four credits.* [R]

REL 2036. Religions of East Asia. This course provides an overview of the religious traditions of China and Japan. In particular, we will examine the religious practices and beliefs associated with Confucianism, Daoism, Buddhism, and Shinto. The student will come to better understand topics such as divination, geomancy, filial piety, ancestor veneration, cosmology, inner alchemy, and meditation. *Four credits.* [R]

REL 2037. Religions of South Asia. This course provides an overview of the religious traditions of India, Sri Lanka, Pakistan, and Bangladesh. In particular, we will examine the religious practices and beliefs associated with Hinduism, Jainism, Sikhism, and Buddhism in those countries. The student will come to better understand topics such as fasting, pilgrimage, cosmology, puja, colonialism, yoga, and meditation. *Four credits.* [R]

REL 2099. Approaches to Religion. The course explores a variety of approaches to the study of religion and the religions and a number of questions commonly raised by such study. Approaches will include cultural/interpretive, philosophical, functional/explanatory, inclusivist/experiential, and particularist/postmodern. Students will be encouraged to develop their own constructive views by pursuing such approaches to religious studies. The course is designed to immerse students in an intensive seminar, which requires students to bear a great responsibility for driving class conversation. The course demands close attention to primary texts, rigorous discussion of ideas, and continual assessment of ideas in light of contemporary experiences. *Four credits.*

REL 2701. Biblical Hebrew for Reading I. This course introduces students to the importance of the Hebrew language in Old Testament interpretation. To that end, students will learn basic grammar, syntax, and vocabulary of biblical Hebrew, with particular emphasis on the ways in which the understanding of that language affects and enriches the interpretation of brief Old Testament texts in their original historical, literary, and theological contexts. The texts chosen in a given semester will reflect the students' study in other religion courses. *Two credits.*



REL 2702. Biblical Hebrew for Reading II. A continuation of REL 2701. This course includes more complex issues of grammar and syntax, enabling the students to read longer passages from the Old Testament. Emphasis will be on increasing the interpretive sophistication of the student in one Old Testament genre of literature. *Two credits.*

REL 2705. New Testament Greek for Reading I. This course introduces students to the importance of the Greek language in New Testament interpretation. To that end, students will learn the basic grammar, syntax, and vocabulary of ancient Greek, with particular emphasis on the ways in which the understanding of that language affects and enriches the interpretation of specific New Testament texts in their original historical, literary, and theological contexts. The brief texts chosen in a given semester will reflect the students' study in other religion courses. *Two credits.*

REL 2706. New Testament Greek for Reading II. A continuation of REL 2705. This course includes more complex issues of grammar and syntax, enabling the students to read longer passages from the New Testament. The emphasis of the second semester is on increasing the interpretive sophistication of the student in one New Testament genre of literature. *Two credits.*

REL 2721. Ecclesiastical Latin for Reading I. An introduction to the Latin of the Western Christian tradition. Students will learn the basic grammar, syntax, and vocabulary of ecclesiastical Latin, with particular emphasis on the ways in which the understanding of that language enhances their engagement with the theology of the Western churches. *Two credits.*

REL 2722. Ecclesiastical Latin for Reading II. A continuation of REL 2721. This course includes more complex issues of grammar and syntax, enabling the students to read longer passages from important theologians. Emphasis will be on increasing the interpretive sophistication of the student in one genre of Latin Christian literature. *Two credits.*

REL 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

REL 3000. Biblical Interpretation. A seminar designed to introduce students to the research principles utilized in discovering the meaning of a biblical text in its historical, literary, and theological contexts. Students will learn to use these analytical methods in an in-depth study of one Old Testament book as well as one New Testament book. *Prerequisite: One 1000- or 2000-level Biblical Studies course. Four credits.*

REL 3005. Psalms and Wisdom Literature. This course studies the Psalms of creation, wisdom, royal theology, and social

concern reflecting a world view that experiences God through praise and suffering. The study of the Psalms is coupled with a study of wisdom traditions of Israel that struggle with the questions of retribution, redemption, unjust suffering, divine justice, and the meaning of life as expressed in the Biblical books of Job, Proverbs and Ecclesiastes. *Prerequisite: One 1000- or 2000-level Biblical Studies course. Four credits.*

REL 3006. Visions of the End: Jewish and Christian Apocalyptic. An introduction to the ancient genre known as apocalyptic literature, especially the canonical book of Revelation. To understand the ancient genre in its entirety, selected early Jewish and Christian apocalypses will be included. The course will also consider the influence of Revelation and its interpretations in the subsequent history of Christianity. *Prerequisite: One 1000- or 2000-level Biblical Studies course. Four credits.*

REL/WGS 3007. Women in the Bible. This course examines selected stories about women in both Testaments from literary, historical, sociological, and theological perspectives. The hermeneutic of liberation employed will examine the texts for both their oppressive and their liberating potential. *Four credits. [R]*

REL 3017. Foundations of Christian Ethics. An exploration of theological issues in the field of Christian ethics. The course will cover topics such as the sources of Christian ethical reflection, theological anthropology, the relation between church and world, the role of eschatology in Christian ethics, and the relation between ethics and liturgy. *Four credits.*

REL 3018. Asian Religions and Environmental Concerns. This course will examine the historical and contemporary views of humanity's relationship with the environment as understood through the religious and philosophic traditions of Asia. Special attention will be paid to Daoist, Buddhist, and Shinto perspectives on ecological ethics, consumption, interdependent systems, human-animal relations, and environmental activism. We will examine contemporary interpretations of these teachings, as well as analyze the work of engaged Buddhist and Daoist communities. *Four credits.*

REL 3020. Great Theologians. This course will provide an intensive study of major theological figures, including their historical context, religious development, and influence on their religious tradition as well as how they promote intellectual and spiritual self-understanding in today's culture. One or several theologians may be included at the discretion of the instructor. *Prerequisite: One 1000- or 2000-level course in Christian history and theology. The course may be taken more than once for credit when the content is different. Four credits.*

“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

REL/PHL 3025. Evil, Suffering, and God. An in-depth study of the doctrine of God, particularly as it relates to theodicy: Is the traditional affirmation of God as omnipotent, omniscient, and benevolent compatible with a world humans experience as full of evil, injustice, and unmerited suffering? The question will be considered from a range of biblical, theological, philosophical and literary approaches, both historical and contemporary. *Prerequisite: One 1000- or 2000-level course in Christian history and theology. Four credits.*

REL 3028. Religion in America. An introduction to the religious traditions of the United States viewed from historical and cultural perspectives. Emphasis will be placed on recurring features of the American religious context, and on the way in which immigration and innovation have repeatedly transformed American religious life. *Four credits. [R]*

REL 3031. Religions of Japan. This course will provide a systematic overview of many of the religions of Japan. Progressing historically from the stories of Japan’s “mythical” founding, through its feudal and medieval periods, right up to the present day, we will explore the teachings, practices, and institutions of Shinto, numerous forms of Buddhism, syncretistic religious expressions, Christianity, and “New Religions.” *Prerequisite: One course from: REL 1003, REL 1008, REL 2036, or REL 2037. Four credits.*

REL/PHL 3032. Buddhist Traditions: Zen & Pure Land. This course will provide a systematic overview of the history, practices, and teachings of two of the largest and most influential forms of Mahayana Buddhism in the world, Zen and Pure Land. We will begin with a brief exploration of the origins of Buddhism before surveying the historical development of Zen and Pure Land sects in China, the Korean peninsula, Japan, and the United States. In particular, we will explore: the role of Zen masters, the use of kōans, seated meditation, and nembutsu recitation, as well as the dynamics of life in a monastery. *Prerequisites: One course from REL 1003, REL 1008, REL 2036, or REL 2037, or permission of the instructor. Four credits.*

REL 3033. Contemporary Buddhist Developments. This course will provide a systematic overview of one of the fastest growing religions in America... Buddhism. Topics that will be covered include an historical exploration of the rise of Buddhism in Asia, its introduction to the United States, and a thorough examination of several of the major issues that are shaping the American Sangha, such as ethnicity, gender, Buddhist environmentalism, and the socially engaged Buddhist movement. Special attention will be paid to four of the largest American Buddhist traditions—Jōdo Shinsh (BCA), Zen, Soka Gakkai (SGI-USA), and Tibetan. *Four credits. [R]*

REL 3034. Sages, Monks, and Ascetics. A cross-cultural exploration of wisdom figures in the world’s religions. *Four credits. [R]*

REL 3035. Comparative Religious Perspectives. This course examines selected topics that can be studied comparatively across religions. The topic will be chosen at the instructor’s discretion from among such topics as pilgrimage and sacred space, rituals and rites of passage, epic tales and hagiography, and spiritual biographies. *Four credits. [R]*

REL/PHL 3142. Philosophical Issues in Science and Religion. This course explores the discussions and debates surrounding the philosophical interface between religion and science, such as inquiries into cosmic purpose, human origins and agency, divine action, revelation, the nature of physical laws, and religions experience, as well as more theoretical matters including the nature of scripture and the compatibility of faith with rationality. Students will be expected to study primary-source articles and book excerpts representing the views of some of the major contributors to the philosophies of science and religion. *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. [GS]*

REL/GBS 3327. World Christianity. An introduction to the Christianities of Latin America, Africa, and Asia. The focus is on the shape the church takes in an increasingly globalized world. The course examines the encounter between European religious traditions and indigenous peoples, changing understandings of Christian mission, and relations between Christians and people of other faiths. *Four credits. [GS]*

REL/PHL/GBS 3331. Asian Thought & Global Concerns. This course will begin by asking the question what does it mean for religion and philosophy to influence modern society, specifically as they relate to matters of business, environmental concern, governmental polity, and rights of the individual. Examples of topics that will be examined include: the intersection of Confucian ethical concepts with Asian eldercare efforts, as well as challenges to China’s “One Child” policy. *Four credits. [GS]*

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

REL/GBS 3332. Fundamentalism & Violence. This global studies course will explore the phenomena of religious fundamentalism and religiously motivated violence. Topics that will be covered include religious sacrifice, scapegoating, surrogate victimization, “othering,” holy wars, martyrdom, suicide terrorism, and non-violent resistance. The course will involve an exploration of the major theoretical perspectives on religious violence, as well as an examination of several world religions’ historical and contemporary perspectives on violence (Christianity, Judaism, Islam, Buddhism, Hinduism). The course will conclude with an investigation of non-violent resistance movements and the work of figures such as Martin Luther King Jr., Gandhi, and Thich Nhat Hanh. *Four credits.* [R, GS]

REL/PHL 4099. Senior Seminar. The seminar will have common readings, and the second component of the course will require research and writing on a topic that integrates knowledge and skills obtained from previously taken courses in the Religion and Philosophy majors. A scholarly paper will be written under the direction of a faculty mentor and presented at the end of the course in a setting involving faculty, students, and guests. *Four credits.*

REL 4444. Independent Study. Individual research or field work under the supervision of a member of the department. *No more than four hours credit may be earned in any one semester. Variable credit, as determined by the instructor.*

REL 4810-4815. Student Internship. Three, four, six or eight credits.

PHL 1001. Introduction to Philosophy. This course is a general historical introduction to the major questions and divisions of the Western philosophical tradition. *Four credits.*

PHL 1006. Logic and Critical Thinking. This course is designed to help students write, read, and engage in dialogue more critically through examination of the use and misuse of arguments in politics, business, science, and everyday life. Both inductive and deductive reasoning will be studied. *Four credits.*

PHL 2008. Social Ethics. This course is an introduction to historical and contemporary ethical perspectives and issues facing the world. Students will explore such collective concerns as euthanasia, sexual morality, distributive justice, racism, world hunger, and the use of natural resources. *Service Learning sections are available. Four credits.* [E]

PHL 2010. Biomedical Ethics. This course examines the main concerns of biomedical ethics through the use of normative ethical theory. Some of the topics include the ethics of cloning

and embryonic stem cell research, the moral issues raised by research and clinical trials on human and animal subjects, the debate surrounding beginning- and end-of-life decisions, the ethics of reproductive technology and organ transplants, justice regarding access to health care and other medical resources, and patient rights. *Service Learning sections are available. Four credits.* [E]

PHL 2013. The Philosophy and Ethics of Education. This Ethics course is an introduction to historical and contemporary ethical perspectives and issues facing the world, and it specifically focuses on philosophical theories of ethics concerning education. The class uses the issue of education as a lens onto a whole variety of social problems and justice issues. Students will be pushed to integrate challenging primary texts in philosophy, contemporary writings on education, and their experiences serving with High Point area students and schools. The course is intended to develop students’ intellectual capacities to understand issues of ethics in education, their practical capacity to make effective changes in our world, and their moral capacity to lead lives of significance in complex global communities. *Four credits.* [E, SL]

PHL/WGS 2016. Family Ethics. This course is an introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. *Service Learning sections are available. Four credits.* [E]

PHL 2017. Communication Ethics. In this course, we investigate a variety of inaccurate communications—including those that involve deception, exaggeration, and faulty logic— as they occur in our society: from our elected representatives, from the media, from business and industry. We seek to establish (a) what about these inaccurate communications is ethically problematic, (b) how to identify these flaws in the communications we receive from other people, and (c) how to avoid these problems in our own communications. *Four credits.* [E]

PHL/REL 2019. Environmental Ethics. An introduction to normative ethical reflection on environmental issues. The course will include an examination of how various religious and philosophical traditions have viewed the relationship of humans to the rest of the natural world and a review of critical environmental problems and ways to address those problems. *Four credits.* [E]

PHL 2020. Ancient Philosophy. This course is a historical study of Ancient Philosophy from the pre-Socratics through Plato and Aristotle. *Four credits.*

PHL/REL 2021. Medieval Philosophy and Theology. A study of medieval philosophical and theological reflection in the Mediterranean region, from Augustine to the nominalists. Christian, Jewish, and Islamic thinkers will be considered, with special emphasis on



metaphysics, the existence and attributes of God, the human person, and the problem of faith and reason. *Four credits.* [R]

PHL 2022. Modern Philosophy. The course is a historical study of modern philosophers from Hobbes through the mid-nineteenth century, including the thought of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, and Nietzsche. *Four credits.*

PHL 2023. Contemporary Continental Philosophy. This course is a survey of the major continental philosophical movements of the 20th and 21st centuries, including phenomenology, existentialism, and post-modernism. *Four credits.*

PHL 2024. 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. *Four credits.*

PHL 2043. Business Ethics. This course is an interdisciplinary study of some major moral issues involved in contemporary business policies and practices. Emphasis is placed upon the development of moral awareness and the use of moral principles in decision making. *Service Learning sections available. Four credits.* [E]

PHL 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

PHL 3006. Symbolic Logic. This course is designed to teach the fundamental concepts and methods of formal deductive and inductive logic and their applications in critical analysis. The course will help students to prepare for graduate and professional schools and associated admissions tests. *Four credits.*

PHL/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/REL 3025. Evil, Suffering, and God. An in-depth study of the doctrine of God, particularly as it relates to theodicy: is the traditional affirmation of God as omnipotent, omniscient and benevolent compatible with a world humans experience as full of evil, injustice and unmerited suffering? The question will be considered from a range of biblical, theological, philosophical, and literary approaches, both historical and contemporary. *Prerequisite: One 1000- or 2000-level course in Christian history and theology. Four credits.*

PHL/REL 3032. Buddhist Traditions: Zen & Pure Land.

This course will provide a systematic overview of the history, practices, and teachings of two of the largest and most influential forms of Mahayana Buddhism in the world, Zen and Pure Land. We will begin with a brief exploration of the origins of Buddhism before surveying the historical development of Zen and Pure Land sects in China, the Korean peninsula, Japan, and the United States. In particular, we will explore: the role of Zen masters, the use of koans, seated meditation, and nembutsu recitation, as well as the dynamics of life in a monastery. *Prerequisites: One course from REL 1003, REL 1008, REL 2036, or REL 2037, or permission of the instructor. Four credits.*

PHL/REL 3142. Philosophical Issues in Science and Religion.

This course explores the discussions and debates surrounding the philosophical interface between religion and science, such as inquiries into cosmic purpose, human origins and agency, divine action, revelation, the nature of physical laws, and religions experience, as well as more theoretical matters including the nature of scripture and the compatibility of faith with rationality. Students will be expected to study primary-source articles and book excerpts representing the views of some of the major contributors to the philosophies of science and religion. *Four credits.*

PHL/REL/GBS 3331. Asian Thought and Global Concerns.

This course will begin by asking the question what does it mean for religion and philosophy to influence modern society, specifically as they relate to matters of business, environmental concern, governmental polity, and rights of the individual. Examples of topics that will be examined include: the intersection of Confucian ethical concepts with Asian eldercare efforts, as well as challenges to China's "One Child" Policy; the intersection of Hindu and Buddhist conceptions of the self with human rights concerns in India and China, as well as implications for the rise of democracy throughout Asia. *Credit may be received in either Philosophy or Religion. Four credits.* [GS]

PHL/REL 4099. Senior Seminar. The seminar will have common readings, and the second component of the course will require research and writing on a topic that integrates knowledge and skills obtained from previously taken courses in the Religion and Philosophy majors. A scholarly paper will be written under the direction of a faculty mentor and presented at the end of the course in a seminar setting involving faculty, students and guests. *Four credits.*

PHL 4444. Independent Study. Individual research under the supervision of a member of the department.

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

Department of Theatre and Dance

Mr. Ed Simpson, *Chair*; Mr. Doug Brown; Mr. Matthew Emerson; Dr. Nathan Hedman; Mr. Ryan Hemsoth; Ms. Gay Hensley; Ms. Lindsey Howie; Mr. Jay Putnam.

The Theatre Department offers a comprehensive bachelor of arts degree, combining rigorous course work with practical production experience to provide students with the basic theatre skills needed to prepare them for a variety of entry-level positions in the professional theatre; graduate study and specialized professional training; and related careers in which creativity, communication skills, and collaborative abilities are essential.

Student Learning Outcomes

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

1. Be prepared for a career in theatre by participating in productions.
2. Gain pragmatic insight into artistic process through theatre internships with professional theatre companies.
3. Utilize critical thinking abilities by participating in workshop development with playwrights and the actual production of plays.

Degree Requirements

The Department of Theatre and Dance offers the B.A. degree in Theatre. To graduate from High Point University with this degree, students must complete the following:

B.A. in Theatre

Major Requirements	48 credits
University Core Requirements.....	50 credits
Electives	30 credits
TOTAL.....	128 credits

Requirements for the B.A. in Theatre (48 credits):

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

Theatre Core (32 credits)

- THE 1100. Theatre Participation (1 credit for 4 semesters)
- THE 1200. Fundamentals of Acting (4)
- THE 2010. Fundamentals of Design and Theatre Architecture (4)
- THE 3000. Studies in Theatre (4)
- THE 3300. Scenography (4)
- THE 3800. Directing (4)





THE 4510. Theatre Arts Administration (2)
THE 4520. Developing an Artistic Career and Practice (2)

Select one of the following courses:

THE 1710. Lighting and Sound Crafts: Theory and Practice (4)
THE 1720. Stagecraft: Theory and Practice (4)
THE 1730. Costume Crafts: Theory and Practice (4)
THE 1740. Make-up Crafts: Theory and Practice (4)

Performance Emphasis (16 credits)

THE 2210. Voice and Dialect (2)
THE 2220. Movement for Actors (2)
THE 2250. Intermediate Acting (4)

THE 3210. Studies in Performance (4)

or

THE 4200. Performance Studio (4)

THE 4800. Internship (4)

or

Theatre Elective (4)

Technical/Design Emphasis (16 credits)

THE 2710. Theatre Applications of CAD (4)

THE 4800. Internship (4)

or

Theatre Elective (4)

Select two courses from the following:

THE 1710. Lighting and Sound Crafts: Theory and Practice (4)
THE 1720. Stagecraft: Theory and Practice (4)
THE 1730. Costume Crafts: Theory and Practice (4)
THE 1740. Make-up Crafts: Theory and Practice (4)
THE 2888/3888/4888. Special Topics (4)

Collaborative Theatre Emphasis (16 credits)

THE 2310. Playwriting (4)
THE 3230. Devised Theatre (4)
THE 3310. Playwriting Workshop (2)

THE 4800. Internship (4)

or

Theatre Electives (6)

Requirements for a Minor in Theatre (21 credits)

THE 1000. Foundations of Theatre (4)
THE 1100. Theatre Participation (1 credit for one semester)
THE 1200. Fundamentals of Acting (4)

One course selected from the following:

THE 1710. Lighting and Sound Crafts: Theory and Practice (4)
THE 1720. Stagecraft: Theory and Practice (4)
THE 1730. Costume Crafts: Theory and Practice (4)
THE 1740. Makeup Crafts: Theory and Practice (4)

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

Requirements for a Minor in Dance (23 credits)

THE 1100. Theatre Participation (1)
THE 1401. Contemporary Dance (4)
THE 1405. Contemporary Studio (1)
THE 2410. Ballet (4)
THE 2415. Ballet Studio (1)

THE 2420. Jazz Dance (4)

or

THE 2450. Tap (4)

THE 3410. Dance Composition (4)

One additional Theatre elective (4)

Student Learning Outcomes

Upon completing the Minor in Dance Program at High Point University, students will:

1. Have a greater awareness of their own bodies, with regard to their physical and aesthetic capabilities, through the practice of various dance techniques ;
2. Have confidence in their own creative voice and vision through the creation of self-conceived works;
3. Be knowledgeable of the broad history of dance and its influence on contemporary dance practices through deep exploration into our dance predecessors and the traditions from which they come;



4. Understand how dance professionals can collaborate with artists of other genres to create interdisciplinary works through participation in main stage productions;
5. Have the ability to use the arts to engage communities to encourage connections between people and become proponents for change through the study of community engaged arts practices in dance;



Course Descriptions

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

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

THE 1100. Theatre Participation. Practical experience in departmental productions. Students participate as actors and/or as member of production crews during the semester. *A minimum of 60 hours is required of each student in order to earn credit. A total of 4 credits are required for graduation. One credit.*

THE 1200. Fundamentals of Acting. An introduction to Stanislavski-based actor training including studies and exercises designed to develop the student's abilities to create a character. Students will explore basic improvisation, stage movement, monologue, scene work, and script analysis as tools for characterization. *Four credits. [A]*

THE 1400. Human Dimensions of Theatre. An exploration of how the theatrical art defines the human experience through the study of the origins, structures, and ideas of Western theatre. Included will be the reading of selected play scripts and attendance at a variety of live theatrical productions. *Four credits.*

THE 1401. Contemporary Dance. An introductory dance class that focuses on the development of technical skills utilized in modern dance, exploring rhythmic perception, spatial awareness, and expressive qualities. Concepts move through the spectrum of contemporary movement vocabulary as well as the etiquette and protocol of the modern dance classroom and performance. *Four credits. [A]*

THE 1405. Contemporary Dance Studio. A studio course that builds upon dance skills developed in THE 1401, Contemporary Dance. Students are introduced to more advanced steps and concepts that encourage greater dance proficiency. *Prerequisite: THE 1401 or permission of the instructor. One credit.*

THE 1710. Lighting and Sound Crafts: Theory and Practice. This course is the study of the principles and practice of stage lighting and sound theory. The course will cover the role lighting and sound plays in exploring the human condition in theatre productions. The student should gain practical lighting knowledge of basic electrical theory, a complete understanding of theatrical lighting instruments. In addition, the student will gain an appreciation for the lighting designer's process, instrument selection, color theory and basic drafting techniques. In sound, the student should gain an understanding of basic sound theory, and a working knowledge of different microphones and speaker types and an appreciation for the Sound Designer's process. *Four credits. [A]*

THE 1720. Stagecraft: Theory and Practice. Theatre production is said to be a collaborative art. This class will instruct students on the art and craft involved in producing a fully realized theatrical production. Students will engage in a wide array of hands-on projects to illustrate class topics and discussions. They will also participate in the creation and staging of HPU Department off Theatre productions which

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.

run throughout the semester. Topics include design theory, paint and color theory, scenery construction and technical design, electrics and lighting, and costumes and makeup.

Four credits. [A]

THE 1730. Costume Crafts: Theory and Practice.

Students will learn the history and basic objectives of costume design, including the design process and how it relates to all elements of the production. An examination of play script and character analysis will be explored. Additionally, students will be provided with a basic knowledge of the craft of costuming including practical experience in reading modern and historical costume patterns. The development of hand sewing and machine skills necessary to execute basic costume construction techniques will be developed. *Four credits. [A]*

THE 1740. Make-up Crafts: Theory and Practice.

Students will learn the history and craft of theatrical makeup application through research and practical exploration. Students will develop a catalogue of research images for a variety of theatrical genres, encouraging student observation and research when developing make-up designs and applications for theatrical characters. Students will design the makeup for a historical play; developing the concept, character analysis, researching images and producing an application. *Four credits. [A]*

THE 2010. Fundamentals of Design and Theatre

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

THE 2210. Voice and Dialect. The objective of this class is to help students effectively use their voice as an actor. During this course, students will understand the importance of breath control, relaxation, articulation, and projection. Students will be introduced to the International Phonetic Alphabet as a tool for studying a variety of dialects, and to basic vocal health. This is not a course designed to change the way students speaks, but to help students understand how to use their voice, no matter what the role. *Two credits.*

THE 2220. Movement for Actors. The goal of this course is to expose students to physical training for the theater. The course will include introduction to basic movement

dynamics, centering, balance, strength training, stretching, stage combat, and clown work. *Two credits.*

THE 2250. Intermediate Acting. A continuation of Stanislavski-based actor training utilizing the analysis, rehearsal, and in-class presentation of monologues and selected scenes. Included is an exploration of auditioning techniques, resume writing, and “professional presentation” for the actor. Students are required to participate as actors and/or as member of production crews during the semester. *Prerequisite: THE 1200. Four credits.*

THE 2310. Playwriting. A practical, hands-on exploration of the art, craft, and process of playwriting, focusing on the basic elements of story, dialogue, character, and conflict. Using a variety of writing and creativity exercises, the student is guided from the initial concept through working drafts and rewrites, culminating in the completion of an original one-act play with will receive a staged reading. *Four credits.*

THE 2410. Ballet. An introduction to ballet focusing on developing the students individual potential and technical training including alignment, strength, flexibility, distribution and the use of weight, and balletic positions and artistry. *Four credits.*

THE 2415. Ballet Studio. A studio course that builds upon dance skills developed in THE 2410, Ballet. Students are introduced to more advanced steps and concepts that encourage greater ballet proficiency. *Prerequisite: THE 2410 or permission of the instructor. One credit.*

THE 2420. Jazz Dance. Students are introduced to 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. *Four credits.*

THE 2430. Dance and New Media. In this class, students will explore the presence of dance in new visual media, including film, television and the World Wide Web. Students will discover the history of dance and new media, and be able to describe the ways in which dance has grown and changed because of its integration of new technologies, and how society has been affected by the presence of dance in mass media. Students will also gain a practical knowledge of the subject, through hands-on exploration in collaborative projects that will include the creation of original digital dance media. *Four credits.*



THE 2440. Community Concepts in Dance. In this class, students will explore how dance can be used in community settings to inspire transformative dialogue, create positive relationships to learning, and build bridges between people and cultures. Students will be introduced to various movements, artist and practices in community engaged arts and gain a sound historical background in the subject. Hands-on activities will include the creation of community and public dance experiences in the High Point University community, and participation in arts residency work with local organizations. *Prerequisites: THE 2600, THE 2650, THE 2700, and THE 2800, or permission of the instructor. Four credits.*

THE 2450. Tap. 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.*

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

THE 2888/3888/4888. Special Topics in Technical Theatre and Theatrical Design. Students will be immersed in an in-depth exploration of a variety of different design/tech topic each time the course is offered. Included among many such topics are sound design, special effects, scene painting, prosthetic make-up techniques, and advanced building techniques and materials. *This course may be repeated. Four credits.*

THE 3000. Studies in Theatre. An historical survey of the influential theatrical movements, individuals, and plays. Through readings, discussion, projects, and attendance at selected live theatre productions, students will explore significant dramatic works and their connection to the political, economic, and social movements. *Four credits.*

THE 3200. Costume Design. A study of the design process for costumes, emphasizing the creative aspects of costume design, from the analysis of the script to the final color rendering. The

student will gain a basic understanding of costume history and how it is applied to costume design. *Four credits.*

THE 3210. Studies in Performance. A continuation of the actor's personal acting process, focusing on advanced scene study and strengthening the previously studied techniques of action, honesty, and characterization. The course is devoted to the modern era of psychological realism, including Ibsen, Chekhov, and selected modern and contemporary playwrights. *Prerequisite: THE 2250. Four credits.*

THE 3220. Acting for the Camera. This course explores the acting techniques employed when acting for television, film, and the emerging web-based media. Building upon skills already learned in previous acting classes and utilizing camera technology in-class, students will explore scene work, how to develop a character, audition techniques, working with the camera, terminology, and "the business of show business." *Prerequisite: THE 2250 or permission of the instructor. Four credits.*

THE 3230. Devised Theater. A practical course of performance study focusing on devised, or ensemble-created, theater. Students will devote study to existing theories and methods of practice that result in the creation of original work, leading them to creation and performance of their own original work. *Prerequisite: THE 1200. Four credits.*

THE 3300. Scenography. Scenography is the craft of design a production as a whole instead of one area (scenery, costume, lighting, sound) by itself. In this course the student will explore the theory and practice of designing scenery, costumes and lighting for performance; develop analytical and research skills to support the visual design; practice the application of relevant tools for communicating ideas visually; and become sensitive to the application and expressive use of design as an element of stage production. *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 3410. 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:* THE 2410, THE 2420, or THE 2430, or permission of the instructor. Four credits.

THE/GBS 3550. Global Performance. A survey of several non-Western performance traditions with an eye toward how Western expectations shape their interpretation and how they are transformed under the pressures of globalization. Four credits. [A, GS]

THE 3800. Directing. An introductory course exploring the history, principles, and philosophy of stage direction. Students will learn to successfully analyze a play for concept, organize a script for production, and effective rehearsal procedures. The student's hands-on study leads to the rehearsal and presentation of a culminating project. *Prerequisite:* THE 1200. Four credits.

THE 4000. Creative Dramatics. A study of teaching techniques designed to develop creative dramatic experiences for elementary and middle school students. Included in the course is an exploration of theatre skills including interactive dramatic situations, role-playing, creative writing, improvisational technique, and theatre exercises designed to teach basic acting skills. Four credits. *Prerequisites:* Junior standing and elementary education major or theatre major/minor. Four credits.

THE 4111. Independent Study. This faculty directed course is an investigation or creative work produced by a student that makes an original contribution to the theatrical discipline and extends beyond the traditional undergraduate curriculum. *Two to six credits.*

THE 4200. Performance Studio. A practical course of performance study focusing on a specific work of one of the masters of modern theatre. Students will focus on research and dramaturgy devoted to intensive character study, as well as experimenting with multiple methods of learning and creating a role. This course will combine classroom and production work, and students will participate in a culminating mainstage production. *Prerequisite:* THE 2250 or permission of the instructor. Four credits. [A]

THE 4510. Theatre Arts Administration. An overview of theatrical producing and management with an emphasis on non-profit theatre companies in the United States. The course includes discussions and study of arts administration, accounting practices, box-office and front-of-house procedure, marketing, and publicity and personnel. Theory and discussion will lead to real-world examples and proposed solutions. *Two credits.*

THE 4520. Developing an Artistic Career and Practice. This course is designed to help the soon-to-be-graduated artist develop and maintain an artistic practice. The course contains practical lectures on portfolio development and maintenance, resumes and CVs, contracts, taxes, unions and networking. The course will also contain exercises and studies in art/artist philosophy, daily practices, and artist wellness. *Two credits.*

THE 4800. Internship. Working with professional theatres of distinction, internship opportunities will provide students a bridge between in-class learning and "real world" work experience. *Four to six credits.*



“Wide differences of opinion in matters of religious, political, and social belief must exist if conscience and intellect alike are not to be stunted, if there is to be room for healthy growth.”

– Theodore Roosevelt

International Relations Major

This interdisciplinary major prepares students for professional careers and programs of graduate study that require a deep and nuanced 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 strong foundation in a foreign language, quantitative reasoning and the application of diverse methodologies and perspectives.

Students choose from a broad range of electives to develop one or more areas of substantive or regional expertise that reflect their primary areas of interest and their expected career path. Majors are encouraged to complement their coursework with practical learning experiences outside of the traditional classroom. Thus, a portion of the degree requirements can be fulfilled by conducting original research, studying abroad or completing internships with international organizations, institutions or agencies. The major provides a strong academic foundation for students who desire to pursue graduate-level studies in law, business, foreign relations, international security, international development, economics, history or political science.



Student Learning Outcomes

Upon completing the International Relations Program at High Point University, students will:

1. be able to make and analyze complex arguments.
2. possess at least enough fluency (in the areas of reading, hearing, and speaking, but not necessarily writing) in another language to be able to explore and understand public discourse in the native language of a foreign society.
3. be able to apply a range of major concepts, theories, and research techniques used in the contemporary study of international relations.
4. be broadly trained to understand important international issues from the perspective of several distinct disciplines.
5. be prepared for professional employment or graduate school in a field related to their major.

Degree Requirements

To graduate from High Point University with the B.A. degree in International Relations, students must complete the following:

B.A. in International Relations

Major Requirements.....	40 – 48 credits
University Core Requirements.....	50 credits
Electives.....	30 – 38 credits
TOTAL.....	128 credits

B.A. in International Relations (40-48 credits)

ECO 2030. Principles of Macroeconomics (4)
 PSC 2019. Political Science Research Methods (4)
 PSC 2710. International Relations (4)
 Foreign language: 2020-level or higher. After fulfilling the University’s general educational requirement for foreign language, majors will complete at least four additional hours in the same language. At least one foreign language course must be taken at the Intermediate-II level or higher.

Choose two courses from the following (8):

PSC/GBS 2510. Comparing Foreign Political Systems (4)
 ECO 3460. International Economics (4)
 ECO/GBS 4430. Comparative Economics (4)

**Choose one course from the following (4):**

- HST 1102. Foundations in Western Civilization since the Enlightenment (4)
- HST 1401. Foundations of African History (4)
- HST 1501. Introduction to East Asian Civilization (4)
- HST 1601. Foundations of Latin American Civilization (4)
- HST 1701. Foundations of Middle Eastern History (4)

Choose two courses, outside of those taken to meet the requirements above, from the following (8):

- ECO/GBS 3460. International Economics (4)
- ECO/GBS 4430. Comparative Economics (4)
- HST 2103. The Second World War: A Global History (4)
- HST 2235. U.S. in the World: American Foreign Relations (4)
- HST 2602. Revolutionaries and Dictators: Modern Latin America (4)
- HST 2701. The Modern Middle East (4)
- HST 3107. The Age of Revolutions and the Birth of Modern Europe, 1815-1914 (4)
- HST 3108. Europe in Crisis, 1914 to 1945 (4)
- HST 3191. European Economic History (4)
- HST/GBS 3501. United States and East Asia (4)
- HST/GBS 3511. Revolutionary China (4)
- HST/PSC/GBS 3701. The United States and the Middle East since 1945 (4)
- HST 3702. The Arab-Israeli Conflict (4)
- PSC 3511. Ethnic Politics (4)

- PSC 3512. Democracy, Development, and Conflict (4)
- PSC 4099. Senior Seminar (4)
- PSC 4710. International Conflict and Security (4)
- PSC 4720. U.S. Foreign Policy (4)
- PSC/GBS 3510. Latin American Politics (4)

Choose one of the following three options:

1. PSC 4099. Senior Seminar.
2. Four credits earned in INR 4810-4815 Student Internship. The internship must be undertaken in the junior or senior year, and credit is subject to departmental approval.
3. Four credits earned in the completion of a semester-long study abroad experience undertaken in the junior or senior year. The hours used to fulfill this requirement may not satisfy other requirements in the major.

Other Requirements:

1. At least three courses at the 3000-level or higher; at least one class must be at the 4000-level;
2. No more than four classes may count toward both a major in International Relations and Political Science;
3. International Relations majors may not minor in Political Science.

For additional program information, please contact Dr. Mark Setzler (msetzler@highpoint.edu)



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.

Minor in Environmental Studies (20 credits)

Required courses (8):

ENV 1110. Environmental Science (4)
 ENV 1120. Issues in Environmental Science (4)

Students will select 3 of the following elective courses (12):

ECO 3410. Environmental Economics (4)
 ENG 2230. Literature and Community: Ecoliterature (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 4000. Environment and Society (4)

For additional program information, please contact Dr. Josh Fisher (jfisher@highpoint.edu)



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



Latin American Studies Minor

Latin American Studies is an integrative field that bridges multiple disciplines in its study of Latin American societies. The Latin American Studies Minor seeks to expose students to the long and complex history of the peoples of Mexico, the Caribbean, Central American, and South America. Covering the span from Pre-Columbian to current times, the Minor allows students to explore the literatures, political structures, religions, economies, and forms of artistic expression that characterize the diverse cultures seen throughout the Americas.

Latin American Studies Minor (20 credits)

- Students pursuing a minor in Latin American Studies must complete their Foreign Language Requirement in Spanish or Portuguese.
- No more than (2) courses in the minor may count toward the student's major.

Select two of the following core courses (8)

ANT/SOA 3220. Religion and Politics in Latin America (4)
HST 2602. Modern Latin America (4)
PSC/GBS 3510. Latin American Politics (4)
SPN/GBS 3940. Spanish-American Culture and Civilization (4)

Choose three courses, outside of those taken to meet the requirements above, from the following (12):

ANT/SOA 3220. Religion and Politics in Latin America (4)
HST 2601. God, Gold, and Glory: Colonial Latin America (4)
HST 2602. Revolutionaries and Dictators: Modern Latin America (4)
HST 3601. Aztecs, Incas, Mayas, and Pre-Columbian Civilizations (4)
HST/GBS 3602. Native Peoples of Latin America (4)
HST/GBS 3603. Consumption, Material Culture, and Environment in Latin America (4)
HST 3611. History of Mexico (4)
HST/GBS 3621. History of Brazil (4)
PSC/GBS 3510. Latin American Politics (4)
SPN/GBS 3040. Spanish-American Culture and Civilization (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 3881. Special Topics in Spanish with emphasis in Latin America (4)

For additional program information please contact Dr. Renzo Honores at rhonores@highpoint.edu

Course Descriptions

ANT/SOA 3220. Religion and Politics in Latin America.

This course examines the deep connection between religion and politics in Latin America using the interpretive framework of ethnography. Emphasis will be placed on the nature of the religion-politics connection at different moments in time (conquest, nation-building, and contemporary eras), the historical evolution of the religion-politics connection on national and transnational levels, and the evolving variety of actually existing faiths, traditions, and beliefs — Catholic, Protestant, indigenous, and syncretic — in the diverse manifestations of everyday life. This course will develop ethnographic perspectives on religion and politics as a way of understanding social and cultural change. *Four 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 will help students understand current economic problems and policy debates. *Four credits.* [S]

ECO 3410. Environmental Economics. An economic analysis of issues involving environmental problems, management, and policies. Topics include resource scarcity and allocation, externalities, public goods, the tragedy of the commons and property rights. Regulatory versus market approaches as solutions to environmental problems will be examined and applied to current environmental policy issues. *Prerequisites: ECO 2030 or ECO 2050. Course is offered in the spring. 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. Four credits.* [GS]

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. Course is offered in the fall. Four credits.* [GS]

ENG 2230. Literature and Community. Organized around a specific theme (such as globalization, ecoliterature, 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. It also includes a substantial service learning project with local organizations within the Piedmont Triad region. Students will be required to complete a minimum of 20 hours of work with community partners. *Prerequisite: ENG 1102 or ENG 1103. Four credits.* [L, SL]

ENV 1110. Environmental Science. A study of our relationships with the natural world. Fundamental concepts of ecology, awareness of environmental issues, and the need for a sustainable biosphere will be emphasized. *Course consists of three lecture and two laboratory hours per week, and is recommended for students who are seeking a single-semester course. Course fee is \$25. Four credits.* [N]

ENV 1120. Issues in Environmental Science. This course examines problems associated with the interaction of humans with their environment. Issues concerning resource use and management such as food production, deforestation, fisheries management, soil erosion, water issues, biodiversity loss, and impacts of global climate change will be evaluated. Case studies illustrating specific problems and potential solutions will also be examined. *Prerequisites: ENV 1110 and Minor in Environmental Studies, or permission of the instructor. Course consists of two 1 hour lectures and one 2 hour lab per week. Four credits.*

ENV/GBS/BIO 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 1399 or ENV 1110. Four credits.* [GS]

ENV/GBS/BIO 3450. The Hidden Face of Ecuador. This course combines the study of the biodiversity of various ecosystems in Ecuador with Ecuadorian culture. The extensive travel component will allow the students



to gain valuable hands-on experiences in several different ecosystems, including highland rainforests, the Amazon rainforest, the coastal plains of the Pacific Ocean and the Galapagos Islands. *Prerequisite: Any BIO/ENV course. This course is taught in the spring, with travel to Ecuador in the May term. The course satisfies major and minor requirements in Biology. Four credits. [SA, GS]*

HST 1102. Foundations in Western Civilization since the Enlightenment. This course is a survey of Western civilization since the eighteenth century including the emergence of modern thought, politics, economy, society and empire. *Four credits. [T]*

HST 1401. Foundations of African History. This course addresses the major themes in African history from earliest times through African independence. The course examines traditional African social, economic, religious, and political institutions, the African slave trade and the Continent's encounter with the West, the conquest of Africa, colonial rule, and decolonization and self-rule of African states. *Four credits. [T]*

HST 1501. Introduction to East Asian Civilization. This survey aims to introduce students to the cultural foundations of East Asia. In a chronological order, it will illustrate and discuss the origins and evolution of East Asian traditions such as Confucianism, Daoism, Buddhism, Shinto religion and their role in shaping institutions such as the state and family. *Four credits. [T]*

HST 1601. Foundations of Latin American Civilization. This course is a general introduction to the history and society of the region. Major topics to examine are the development of the pre-Columbian civilizations, the Spanish and Portuguese colonialism, the modern societies, and the current challenges of globalization. *Four credits. [T]*

HST 1701. Foundations of Middle Eastern History. This course examines the history of the Middle East from the time of Muhammad and the establishment of Islam in the early seventh century, through the Arab conquest and the time of the Arab caliphates, the time of the Ottoman Empire, the age of European imperialism, and into the modern era. *Four credits. [T]*

HST 2103. The Second World War: A Global History. This course will explore the military history of the Second World War in the Mediterranean, European and the Pacific Theaters. It will examine the origins and course of the war,

strategy, operations, occupation policy and the Holocaust. *Four credits. [T]*

HST/GBS 3603. Consumption and Material Culture in Latin America. This course examines the relevance of consumption and the study of 'objects' (material cultural) to understand the Latin American past. History is not only the study of 'written' documents. Topics such as environmental management, garbage, architecture, urban planning, consumerism, cuisine, clothes, fashion, and visual arts are important ingredients of this course. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits. [GS]*

HST/PSC/GBS 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. [GS]*

HST 3702. The Arab-Israeli Conflict. This course is an examination of the dispute that arose between Arabs and Jews from the time of Zionist colonization during the late nineteenth century and the developments that have occurred in this controversy through recent times. *Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.*

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. Variable credit. Credit-bearing internships are arranged through the Office of Career and Internship Services.

INT/GBS 3310. Global Issues and the Built Environment. A cross-cultural study of the built environment in a global context. Students will investigate cultures other than their own. Special consideration will be given to the problems of housing the world's population and to building responsibly in a time of changing cultural patterns and increasingly limited natural resources. *Four credits. [GS]*



PSC 2019. Political Science Research Methods. In recent decades, empirical research in the social sciences has transformed our understanding of domestic and international politics. Yet, how can we be confident that researchers are presenting valid results rather than just reproducing their biased preferences? This course addresses this question by surveying the primary techniques that political scientists use to describe and explain individual, group, and mass political behaviors. Course topics will include the ethical conduct of research, proper project design, hypothesis development and testing, and the reporting of results. The methodologies investigated will include practices such as interviewing and observation, focus groups, survey research, content analysis and various types of statistical analysis. Students will gain hands-on research experience in exercises and small projects. *This course is restricted to students majoring in political science or international relations. Four credits.*

PSC/GBS 2510. Comparing Foreign Political Systems. Using country case studies selected from Asia, Africa, Europe, Latin America and the Middle-East, this course compares the structure of political power across many of the world's most influential nations. Students will investigate why different types of governments vary in their capacity to develop modern economies, limit political violence, protect excluded groups and respond to their citizens' needs. While the primary focus is on governmental institutions and political behavior, the course covers multiple cultural perspectives on the role and optimal structure of government, and it surveys the basic geography, history and the circumstances of everyday life in numerous foreign settings. *Four credits. [GS]*

PSC 2710. International Relations. This course explores how global and domestic politics interact to shape foreign policy behaviors, strategic alliances and interactions among nations. Students will investigate why countries choose to cooperate or engage one another in conflict, how globalization and the changing fortunes of the world's most powerful nations are reshaping the roles and power of international institutions and whether nations are likely to work together to solve the most pressing international problems of our day. *Four credits. [S]*

PSC/GBS 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. [GS]*

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 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 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.*

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. *Four credits. [E]*

REL 3018. Asian Religions and Environmental Concerns. Addressing environmental concerns requires a truly global perspective. This implies not confining one's thinking to any one cultural context or lens. This course will examine the historical and contemporary views of humanity's relationship with the environment as understood through the religious and philosophic traditions of Asia. Special attention will be paid to Daoist, Buddhist, and Shinto perspectives on ecological ethics, consumption, interdependent systems, human-animal relations, and environmental activism. We will examine contemporary interpretations of these teachings, as well as analyze the work of engaged Buddhist and Daoist communities. *Four credits.*

SOA 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. *Prerequisite: One other sociology course. Four credits. [S]*

SPN/GBS 3040. 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: Spanish 2130 with a grade of C or better, and Spanish 2140, or permission of the instructor. Four credits. [GS]*

SPN 3230. Literary Genres in Latin American Literature. Studying, analysis and discussion of the development of different literary genres that have emerged in Latin America during the 20th century. The content of the course will vary each semester and it will cover works on genres such as Testimonial Poetry, Fiction of the Dictatorship, The Detective Fiction, The Novel of the Mexican Revolution, etc. The course will explore how these specific genres develop as social and political commentary of the society in which they took form. Special consideration will be given to the understanding and application of techniques for literary analysis. *Prerequisites: SPN 2130 with a grade of C or better, and SPN 2140, or permission of the instructor. Four credits.*

SPN 3240. Spanish-American Literature I: In Search of an Identity. A study of the theme of identity as seen in Spanish-American Literature from the pre-Columbian times to the beginning of the 20th century. Particular attention will be given to the major literary movements, works and figures. *Prerequisites: SPN 2130 with a grade of C or better, and SPN 2140, or permission of the instructor. Four credits.*

SPN 3250. Spanish-American Literature II: The Voices of the Writers. Study of how social, historical and political issues affecting Spanish-American countries during the 20th and 21st century are reflected in literature. The class will explore how literary works position themselves with regards to issues such as authoritarianism, inequality, women's rights and the role of art in society among others. Particular attention will be given to the major literary movements, works and figures. *Prerequisites: SPN 2130 with a grade of C or better, 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 better, and SPN 2140, or permission of the instructor. Four credits.*

“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



Women’s and Gender Studies

The field of Women’s and Gender Studies focuses on the perspectives and practices of women and men in society within both historical and contemporary contexts. Interdisciplinary and multicultural in nature, this program permits students to engage in scholarly inquiry that not only explores, sustains, and integrates diverse perspectives, methodologies, and ideologies but also merges the theories learned in the classroom with real-world practical experiences.

The program’s core course, which covers a wide range of issues and topics, positions the social construction of gender and its intersections with class, race and ethnicity, sexual orientation and other components of human societies as its central focus. The growing array of multicultural elective courses from across the curriculum builds upon the core, enabling the student to develop the minor according to desired areas of specialization. The minor also provides multiple opportunities for growth outside of the classroom with film series, lectures, and other supplemental events.

Ultimately, the minor’s curriculum prepares students for the pursuit of justice and social change, not only for lifelong intellectual and personal development but also for active participation in society; moreover, those students interested in studying beyond the undergraduate level will have a solid foundation upon which to build.

Requirements for a Minor in Women’s and Gender Studies (20 credits)

WGS 1000. Introduction to Women’s and Gender Studies (4)

At least two WGS courses at the 3000-level (4)

At least one WGS course at the 4000-level (4)

Any other WGS course (4)

For additional program information, please contact Dr. Jenn Brandt (jbrandt@highpoint.edu).



Course Descriptions

WGS 1000. Introduction to Women's and Gender Studies.

This course serves as an introduction to the academic discipline of women's and gender studies. Encouraging individuals to develop to their fullest potential, women's studies uses feminist and interdisciplinary methods to teach, conduct research, and expand existing bodies of knowledge. Critical thinking, the production of theory, and the assumption of community and global responsibility are integral to these methods. In this class students will explore these ideas while becoming aware of the ways in which gender is a social construct that impacts the political, economic, and social realities of women and men's lives. *Four credits.*

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

WGS/PHL 2016. Family Ethics. This course is an introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. *Service Learning sections are available. Four credits. [E]*

WGS/SOA 2030. Sociology of the Family. The course will provide a survey of the American family, including racial-ethnic variation within the family. Recent transformations of the family will be emphasized. Topics will include cohabitation, civil unions, marriage, divorce, remarriage, parenting, provision of care to aging family members, and domestic violence. The effect of public policy on family formation and function will be examined. *Four credits. [S]*

WGS/SOA 2040. Race and Ethnicity. This course is an introduction to the sociology of race and ethnicity. The course surveys general theoretical approaches to race and ethnicity and applies them to specific historical developments in American race relations. Specific contemporary issues will be addressed in the course, including: racial/ethnic identity, residential segregation, immigration, education, and affirmative action. Emphasis will be given to the intersection of race/ethnicity, class and gender. *Four credits. [S]*

WGS/ENG/GBS 2220. Women's Literary Tradition. Exploring women's roles as producers and consumers of literature, this course traces the evolution of a women's

literary tradition through the reading and discussion of a variety of authors and genres. Rather than follow a strict linear trajectory, the course is arranged thematically to reflect the diversity of women's voices, roles, and experiences. Topics to be covered may include identity and difference, the female body, and marriage and motherhood. *Prerequisites: ENG-1102 or ENG 1103. Four credits. [L, GS]*

WGS/HST 2240. U.S. Women's History. This survey course examines the history of U.S. women, place their experiences in the context of political, social, and cultural change, and consider the ways evolving notions of gender both shaped women's lives and broader U.S. history. Students will examine the lives of famous and unknown women and analyze how their experiences reflected the time and situations in which they lived. Honors section available. *Four credits.*

WGS/COM/SOA 2274. Women, Gender, and Culture.

This course is an interdisciplinary survey of the historical and contemporary practices and perspectives of women's studies in America, exploring the range of voices from our forefathers of past decades to young females today. We will question systems of oppression, differences, and hierarchies; look at the interactions of sexuality and power; examine the social construction of gender; explore the performative aspect of gender; delve into women's connection to both high and popular culture; and analyze the ways in which our society inscribes gender on our physical bodies. Attention will also be given to various situations of women outside of the United States. *Four credits.*

WGS 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

WGS/REL 3007. Women in the Bible. This course examines selected stories about women in both Testaments from literary, historical, sociological, and theological perspectives. The hermeneutic of liberation employed will examine the texts for both their oppressive and their liberating potential. *Four credits. [R]*

WGS/SMG 3030. Gender Issues in Sport. This course exposes students to obvious and subtle issues in the sport domain that contribute to different opportunities and experiences for individuals based on gender. The relationship between sexuality, masculinity, femininity and sport has been a slow evolving process throughout history. This course will examine such topics as masculinity in sport, media representation in sport, and transgressing femininities in sport. Students will discuss gender equity issues as they

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.

relate to sports coverage and career opportunities in sports organizations. *Prerequisite: Junior Standing. Four credits.*

WGS/SOA 3040. Social and Global Inequalities. A study of the various factors that both contribute to and reduce social and global inequalities. Emphasis is placed on the intersection of race, ethnicity, class, and gender as a basis for inequality. The effects of globalization on inequality are also considered and various theoretical explanations for inequality are examined. *Four credits.*

WGS 3100. Feminist Theory and Praxis. This course examines feminist theory and praxis through the lens of service learning. In partnering with community programs that empower and address the needs of women, students will have the opportunity to enhance their understanding of course concepts as they put feminist thought into action. The weekly readings and classroom meetings will engage students in a critical examination of several influential and emerging works of feminist theory. The theories and methodologies discussed in class will then be practiced, tested, and analyzed through students' engagement with community partners. *Four credits.* [SL]

WGS/HST 3242. War, Gender, and the Military in

U.S. History. This course allows students to evaluate the role gender has played in shaping American society, with particular attention paid to how moments of stability (peace) or instability (war) prompted either the revision or affirmation of standard gender roles. *Four credits.*

WGS/SPN/GBS 3280. Latin American Women Writers.

Discussion and literary analysis of poetry, prose, theatre, and essay by Latin American women writers. This course, cross-listed with Women and Gender Studies and Global Studies, will introduce students to canonical women authors as well as less known writers of the region. Works will be studied as an expression of the cultural context in which they were produced. Discussion will be centered on how these works enter into a dialogue with issues that affect women and their role in Latin American society. Special attention to the discussion, understanding and application of techniques for literary analysis. *Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140 or SPN 4010, or the permission of the instructor. Four credits.* [GS]



**WGS/ENG/GBS 3298. Women Writing Worldwide.**

This course pairs together current feminist theory with contemporary fiction by women writers from around the world. Topics covered include construction of the female body, women and work, relationships and family, exile and immigration, and women and war. *Four credits.* [L, GS]

WGS/PSC 3311. Women and Politics. This course considers the theoretical foundations of women's roles in society and examines the scope and nature of the difference that women make in politics. It examines the changing role of women in American politics—as citizens, voters, candidates and elected officials—from the 1800s to the present. Finally, it evaluates the ways that legislation and litigation have altered the political and legal rights of women in modern society. *Four credits.*

WGS/SOA/COM 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: COM 2204 or permission of the instructor. Four credits.*

WGS/COM/GBS 3374. Global Media Representation of Women. This course examines theoretical as well as key issues on global media representations of women. Topics include the nature of media and how it creates and challenges stereotypes, as well as its exclusionary representation. We will examine women's portrayals in media forms that include: television, print and online media, music videos, advertisements, videogames, etc. We will also examine the work of women in the industry. *Prerequisites: ENG 1102 or ENG 1103, and COM/SOA/WGS 2274. Four credits.* [GS]

WGS/BIO 3500. Biology of Women. This course will examine the physiology of the adult female body and will address health issues that are unique to or different in women. Emphasis will be placed on the effects of female sex hormones on multiple processes (reproductive, nervous, endocrine, and cardiovascular) in the body. *Four credits.*

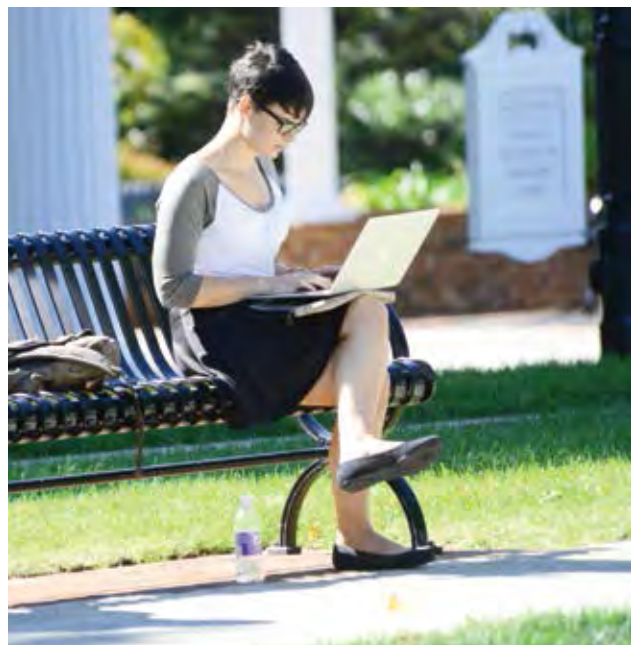
WGS/COM/SOA 4424. Gender Speak. This course—coming from both a theoretical and practical perspective—will focus on gender literacy, providing you with the tools to

be more conscious and mindful of the ways you choose to communicate gender. Springing from a social constructionist framework, we will examine our society's normalized gendered practices and seek ways to understand how to negotiate that system with agency. *Prerequisites: Junior Standing or permission of instructor. Four credits.*

WGS 4444. Independent Study. Individual study and research under the guidance of a faculty member who offers coursework in the WGS program. *One to four credits each semester.*

WGS/EXS 4675. Body and Identity. This course looks deeper at how our bodies fit (and don't fit) within society and are a physically and socially constructed entity that influences our identity. The way we move, adorn, and utilize our bodies all reflect and also help shape our sense of who we are. In a way, our appearance is linked with our essence. Grasping the significance of the body involves studies of personal psychology and physiology as well as studies of historical, social, and cultural variations in experience and identity. *Prerequisite: Junior Standing. Four credits.*

WGS 4810–4815. Student Internship. Variable credit. Credit-bearing internships are arranged through the Office of Career and Internship Services.



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

Global Studies

Global Studies courses are offered by many departments across the University. While these courses cover diverse subjects, they share a commitment to instilling in students greater global awareness and deeper cross cultural understanding.

Each undergraduate student must take at least one of these courses as part of the general education curriculum. Students may apply to the chair of the Global Studies committee to waive this requirement if they are international students enrolled for at least one semester at High Point University or if they have completed an academic course of study outside the U.S. lasting at least four weeks, conducted through an accredited institution, and bearing at least 3 credits recognized by High Point University. Students who participate in such study abroad through High Point University have the requirement waived automatically.



Course Descriptions

GBS 2003. Survey of Greek Mathematics. This course will focus on the works of Pythagoras, Archimedes and other Greek mathematicians. We will examine the works and accomplishments of other significant Greek mathematicians as well and the impact their work has had on present day society. Travel under the direction of university instructors to Greece and/or lands that were part of ancient Greek

civilization is a required component of the course. *Prerequisite:* One college-level mathematics course. *Four credits.* [SA, GS]

GBS/PSC 2510. Comparing Foreign Political Systems.

Using country case studies selected from Asia, Africa, Europe, Latin America and the Middle-East, this course compares the structure of political power across many of the world's most influential nations. Students will investigate why different types of governments vary in their capacity to develop modern economies, limit political violence, protect excluded groups and respond to their citizens' needs. While the primary focus is on governmental institutions and political behavior, the class covers various cultural perspectives and surveys the basic geography, history and the circumstances of everyday life in numerous foreign settings. *Four credits.* [GS]

GBS/ART 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. *Four credits.* [SA, GS]

GBS 3000. Modern Spain. This course will examine some of the important current issues and realities that define Spain today, and will explore some of the modern historical factors that contributed to those realities. Students will study and-discuss the culture of modern Spain in selected short works of Spanish literature (in English translation) and in modern Spanish film, music, art and architecture. *Four credits.* [GS]

GBS/FRE 3040. France Today. A course focusing on current events and issues in France and the French-speaking world today. Work with selected materials from the Internet, including televised news broadcasts and other programs in French, articles from French newspapers and from French publications online, and an audio magazine in French. Culture,



conversation, composition. *Prerequisite:* FRE 2130 with a grade of C or better or permission of instructor. Course is taught in French. Four credits. [GS]

GBS/BUA 3100. Global Business. This study-abroad course is an introduction to globalization and its effects on business operations around the world focusing on the varied economic, political, and legal environments in different countries. Emphasis is on identifying the unique business risks, challenges, and opportunities that companies face while competing in a global marketplace. *Prerequisite:* Sophomore status. Four credits. [GS]

GBS/SPN 3150. Hispanic Culture Through Film. This course will familiarize students with contemporary Hispanic films. Students will explore how these films position themselves with respect to politics, cultural identity, society and the history of Spain and Latin America. Special attention is given to: Introducing the students to a basic reading of what is a movie, improving the students' linguistic context in a film context, and increasing the students' communicative skills, since they will be expressing themselves critically (in both oral and written Spanish) about art and culture. *Prerequisites:* SPN 2130 with a grade of C or better, and SPN 2140. Course is taught in Spanish. Four credits. [GS]

GBS/INT 3240. Global Issues and the Built Environment. A cross-cultural study of the built environment in a global context. Students will investigate cultures other than their own. Special consideration will be given to the problems of housing the world's population and to building responsibly in a time of changing cultural patterns and increasingly limited natural resources. Four credits. [GS, SL]

GBS/SPN/WGS 3280. Latin American Women Writers. Discussion and literary analysis of poetry, prose, theatre, and essay by Latin American women writers. This course will introduce students to canonical women authors as well as less known writers of the region. Works will be studied as an expression of the cultural context in which they were produced. Discussion will be centered on how these works enter into a dialogue with issues that affect women and their role in Latin American society. Special attention to the discussion, understanding and application of techniques for literary analysis. *Prerequisites:* SPN 2130 with a grade of C or higher, and SPN 2140 or SPN 4010, or the permission of the instructor. Course is taught in Spanish. Four credits. [GS]

GBS/ENG/WGS/ 3298. Women Writing Worldwide. This course pairs current feminist theory with contemporary

fiction by women writers from around the world. Topics can include construction of the female body, women and work, relationships and family, exile and immigration, and women and war. *Prerequisite:* ENG 1102 or 1103. Four credits. [L, GS]

GBS/ENG 3299. Other Americas. Readings in selected works by writers from the Caribbean and the Latin American circum-Caribbean with attention to theoretical and aesthetic issues raised by nationalism, colonialism, and post-colonialism in the regions. *Prerequisite:* ENG 1102 or 1103. Four credits. [L, GS]

GBS/BIO/ENV 3300. Global Change Ecology. This course surveys the anthropogenic causes and consequences of global change ecology, with emphasis on environmental and economic challenges posed to specific ecosystems and human civilizations around the world. Topics covered will include climate change, ocean acidification, ecosystem services, land use changes, and introduction of non-native species to new habitats. Lectures will be coupled with case studies from recent literature to understand how scientists and governments are addressing the challenges posed by current and projected changes in climate and ecosystems. *Prerequisite:* BIO 1399 or ENV 1110. Four credits. [GS]





GBS/REL 3315. Globalization and Christian Ethics. An examination of certain aspects of globalization from a variety of Christian ethical perspectives. Christian voices from the global North and global South shed light on the economic, cultural, and environmental impacts of the global integration of economies. *Prerequisite: Completion of the general education requirement in religion. Four credits. [GS]*

GBS/HRE 3317. Contemporary Ireland. A comprehensive study of historical and contemporary Irish profit and nonprofit organizations, Irish culture and society, and Irish political and religious challenges. The student will explore Irish beliefs, norms, and behaviors from the perspectives of the Irish performing arts, traditions, and the visual arts. Extensive travel under the direction of university instructors to Ireland is a required component of the course. *Four credits. [SA, GS]*



GBS/REL 3327. World Christianity. An introduction to the Christianities of Latin America, Africa, and Asia. The focus is on the shape the church takes in an increasingly globalized world. The course examines the encounter between European religious traditions and indigenous peoples, changing understandings of Christian mission, and relations between Christians and people of other faiths. *Four credits. [GS]*

GBS/REL/PHL 3331. Asian Thought & Global Concerns. This course will begin by asking the question what does it mean for religion and philosophy to influence modern

society, specifically as they relate to matters of business, environmental concern, governmental polity, and rights of the individual. Examples of topics that will be examined include: the intersection of Confucian ethical concepts with Asian eldercare efforts, as well as challenges to China's "One Child" Policy; the intersection of Hindu and Buddhist conceptions of the self with human rights concerns in India and China; and implications for the rise of democracy throughout Asia. *Prerequisite: Junior or Senior Status, or permission of instructor. Four credits. [GS]*

GBS/REL 3332. Fundamentalism & Violence. This global studies course will explore the phenomena of religious fundamentalism and religiously motivated violence. Topics that will be covered include religious sacrifice, scapegoating, surrogate victimization, "othering," holy wars, martyrdom, suicide terrorism and non-violent resistance. The course will involve an exploration of the major theoretical perspectives on religious violence, as well as an examination of several world religions' historical and contemporary perspectives on violence (Christianity, Judaism, Islam, Buddhism, Hinduism). The course will conclude with an investigation of non-violent resistance movements and the work of figures such as Martin Luther King Jr., Gandhi, and Thich Nhat Hanh. *Four credits [GS]*

GBS 3333. Planet Girth: The Cultural Comparison of Health and Fitness. This course compares the health and fitness of children in the United States to one of the healthiest countries of the world. Topics covered include: the countries' culture, government, economics, medical field, educational system, and media as it affects their children's health and fitness. Study abroad trip required. *Four credits. [SA, GS]*

GBS/BIO 3350. Emerging Infectious Diseases: a world perspective. This course is designed to provide the student with a strong foundation in the social, environmental, economic, and biological aspects of infectious disease (e.g. AIDS, malaria, SARS, Yellow Fever, Rabies). Students will develop a deeper understanding of the impact that infectious diseases have on the global community. *Four credits. [GS]*

GBS/WGS/COM 3374. Global Media Representation of Women. This course examines theoretical as well as key issues on global media representations of women. Topics include the nature of media and how it creates and challenges stereotypes, as well as its exclusionary representation. We will examine women's portrayals in media forms that include: television, print and online media, music videos, advertisements, videogames, etc. We will also examine the work of women in the industry. *Prerequisites: ENG 1102 or ENG 1103, and COM/SOA/WGS 2274. Four credits. [GS]*

“The value of culture is its effect on character. It avails nothing unless it ennobles and strengthens that.”

—W. Somerset Maugham

GBS/BIO/ENV 3450. The Hidden Face of Ecuador.

This course combines the study of the biodiversity of various ecosystems in Ecuador with Ecuadorian culture. The extensive travel component will allow the students to gain valuable hands-on experiences in several different ecosystems, including highland rainforests, the Amazon rainforest, the coastal plains of the Pacific Ocean and the Galapagos Islands. *Prerequisite: Any BIO/ENV course. This course is taught in the spring, with travel to Ecuador in the May term. The course satisfies major and minor requirements in Biology. Four credits. [SA, GS]*

GBS/ECO 3460. International Economics. An overview of international trade and finance. Students will learn comparative advantage theories and practical lessons for exporting. Other topics will include national trade barriers and the WTO, trade deficits, exchange rates, and the debate about trade's impact on labor and the natural environment. *Prerequisite: ECO 2030. Four credits. [GS]*

GBS/PSY 3470. Cross-Cultural Psychology. This study abroad course will examine factors leading to socio-cultural similarities and differences in personality, emotion, interpersonal interaction, relationships, group processes, and physical and mental health in order to identify universal vs. culture-bound aspects of behavior. Issues concerning cultural contact and intercultural relations will be considered. Students will gain a greater appreciation of the influence of culture on everyday experiences while simultaneously understanding that culture is a dynamic entity. Students will participate in individual and small group projects, both in the US and abroad, that explore our understanding of culture and apply the findings of cross-cultural psychology to a variety of human behaviors and experiences in the countries we will visit. *Prerequisites: PSY 2000. Four credits. [SA, GS]*

GBS/HST 3501. United States and East Asia. This course is an examination of the evolution of U.S.–East Asian relations since 1800. *Four credits. [GS]*

GBS/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 regional powers Brazil and Mexico, students investigate questions with considerable relevance throughout the Latin America and beyond: why is poverty widespread despite the region's rich natural resources, why have military rule and revolution found 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 in Latin America. *Four credits. [GS]*

GBS/HST 3511. Modern China. This is a study of the revolution and reform in modern China. *Four credits. [GS]*

GBS/HST 3521. Rise of Modern Japan. This is a study of the social, economic, political and cultural transformation in modern Japan. *Four credits. [GS]*

GBS/ART 3580. Revolution in Paris: Art at the Turn of Two Centuries. This course will explore the “muse of place” at several locations in and around Paris that artists of today and those of 100 years ago used to spark creativity. Using a camera, students will retrace the steps of Atget, the photographer who documented Paris just before the World Wars, find inspiration in Monet's garden just outside of Paris, and visit a contemporary photo gallery to explore Parisian artists that are working in the city today at the La Maison Rouge or Xippas Gallery. Students will converse with a Parisian photographer and assess the contemporary influence of art in Paris today. By channeling artists from the past 100 years, students will explore, create, and engage in a conversation about what it means to be inspired by location. *Four credits. [GS]*

GBS/HST 3602. Native Peoples of Latin America. This course focuses on the enduring legacy and complexity of the native societies from the post-colonial to modern times. This course examines the cases of Mesoamerica, Brazil, and the Andes. Topics to be discussed are the colonial conquest, native responses, and the ways in which the Amerindian societies have participated in politics during the modern period. *Four credits. [GS]*

GBS/HST 3603. Consumption, Material Culture, and Environment in Latin American History. This course examines the relevance of consumption and the study of physical objects (material culture) to understand the Latin American past. History is not only the study of written documents. Topics such as architecture, urban planning, environmental management, garbage, consumption, consumerism, environmental history, cuisine, clothes, fashion, and visual arts are important ingredients of this survey. *Four credits. [GS]*

GBS/HST 3621. History of Brazil. The largest country of Latin America (and the third one in the Americas) has a complex and rich history. This survey explores the history of ‘Terra de Santa Cruz’ (the colonial name of Brazil) from

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the pre-Columbian sedentary civilizations to the modern period. Major topics include the Africanization of Brazil, Portuguese rule, the Empire, the question of Amazonia, 'racial democracy', and modern Brazil. Popular culture is also an important issue of this course. *Four credits.* [GS]

GBS/MUS 3650. World Music Survey. A survey of non-western music, techniques, instruments, and a study of the interaction of music and society in various cultures throughout the world. *Prerequisite: Junior standing or permission of the instructor. Four credits.* [A, GS]

GBS/MUS 3651. Rock Me Amadeus: Mozart's Music, His Life, and His Legacy. A study of the musical traditions and present-day influence of Wolfgang Amadeus Mozart, through the reading, listening, and discussion of representative works and correspondence. The required May travel component includes Prague, Vienna, and Salzburg. This course is designed for both music majors and non-music majors. *Prerequisite: Sophomore standing. Four credits.* [SA, GS]

GBS 3700. France and the Muslim World. The relationship between France and the Muslim world extends over a long historical period full of eventful meetings for both. This course is a study of this special relationship. Emphasis on how France and the Muslim world meet in and outside of France (in today's global international reality) will be the focus of the course. Topics that will be at the core of the course will include trade, emigration, gender issues,

arts, religion, cultural identity and metissage, international cooperation, security and research. Taught in English. *Prerequisites: ENG 1102 or ENG 1103, and Junior status or permission of the instructor. Four credits.* [GS]

GBS/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.* [GS]

GBS/EDU 3720. Children's Literature and Story Traditions Across the Anglo-Phonic World. This course will examine children's literary traditions in cultures whose first (or official) language, for various historical, political, and/or cultural reasons, is English. For each cultural and/or national context, a folktale tradition will be considered, from which cultural values and definitions will be observed and examined. Then, those values and definitions will be traced through a 19th or 20th century selection, and finally a 21st century selection. The purpose of this approach to the literature is to contextualize contemporary stories for children in their respective cultural/historical milieu. Through this perspective, we will examine how literature carries culture, as well as how cultural diversity creates a variety of literary traditions across a single language. *Prerequisites: Junior standing; completion of the general education requirement in literature. Four credits.* [GS]

GBS 3730. West Africa and the Caribbean: Societies and Cultures. This course provides students with general information on some of the most representative aspects of western African and Caribbean societies and cultures today. The majority of the course will be devoted to the study of western Africa and Caribbean societies from early 1950s to present. *Prerequisites: ENG 1102 or ENG 1103, and Junior status or permission of the instructor. Four credits.* [GS]

GBS 3750. French Cinema: Text and Culture. This course emphasizes the role of film as a way to learn about people, places, systems of beliefs and cultural values. It presents some important French cultural perspectives that are also present in the US culture. It facilitates the student's reflection on explicit comparisons between the "home/native" culture and the "other" culture in order to discuss how each cultural system is both actively different, and more and more alike. *Prerequisites: ENG 1102 or ENG 1103, and junior status or permission of the instructor. Taught in English. Four credits.* [GS]

GBS 3780. The French-Speaking World. Overview of the cultures and civilizations of French-speaking countries (other than France) in Europe, the Americas, Africa, the Pacific Rim, and Asia today. Course content will be delivered through lectures, readings, films and documentaries, and discussions of relevant historical information. *Prerequisites:* ENG 1103, junior status, or permission of the instructor. Course is taught in English, with no previous knowledge of French necessary. Honors component available. Four credits. [GS]

GBS/SPN 3940. Spanish-American Culture and Civilization. Overview of the culture and civilization of Spanish-American countries from the pre-Columbian period

until the present. Reading and discussion of Spanish-American society, culture and the arts accompanied by a discussion of relevant historical background. *Prerequisites:* SPN 2130 with a grade of C or better, and SPN 2140. Course is taught in Spanish. Four credits. [GS]

GBS/ECO 4430. Comparative Economics. A comparison of capitalism and socialism, both in theory and practice. Students will gain an understanding of the economies and ways of doing business of the United States, Japan, Germany/EU, Russia, China, Mexico, and other representative countries. *Prerequisites:* ECO 2030. Four credits. [GS]



The School of Art and Design

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Creativity is the touchstone of the human experience. It is our inherent desire to express our humanness and improve our lives through art and design. Many agree that our global community is embracing the unique problem-solving skills that have been the hallmark of the creative process, making a degree in art and design far more valuable than ever before. At the School of Art and Design we provide a stimulating and inclusive environment that encourages the exchange of ideas and the intellectual and creative development of both students and faculty.

The words of Martha Graham, one of the 20th century's truly creative artists, ring true:

*"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."*

The faculty at High Point University are here to help you find that expression. For those wishing to cultivate and advance their creative and critical skills, we invite you to join one of our outstanding programs. Studio Art and Graphic Design are housed within the Department of Art and Graphic Design; Interior Design and Visual Merchandising Design are housed within the Department of Home Furnishings and Interior Design.



John C. Turpin, Ph.D., FIDEC
Dean of the School of Art and Design

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

School of Art and Design

Dr. John Turpin, *Dean*; Mr. Scott Raynor, *Chair, Department of Art and Graphic Design*; Dr. Jane Nichols, *Chair, Department of Home Furnishings and Interior Design*; Mr. Allan Beaver; Mr. Adrian Boggs; Ms. Kathryn Brandt; Mr. Mark Brown; Ms. Janis L. Dougherty; Ms. Kristina Goff; Dr. Cheryl Harrison; Mrs. Cathy Hillenbrand-Nowicki; Mr. Brandon Jones; Mr. John Linn; Ms. Karen Maness; Ms. Molly Seabrook; Mr. Bruce Shores; Ms. Benita R. VanWinkle.

Degree Requirements

The School of Art and Design offers the B.A. degree in Graphic Design, the B.A. degree in Studio Art, the B.S. in Interior Design, and the B.S. in Visual Merchandising Design. To graduate from High Point University with these degrees, students must complete the following:

B.A. in Graphic Design

Major Requirements	56 credits
University Core Requirements.....	50 credits
Electives	22 credits
TOTAL	128 credits

B.A. in Studio Art

Major Requirements	52 credits
University Core Requirements.....	50 credits
Electives	26 credits
TOTAL	128 credits

B.S. in Interior Design

Major Requirements	70 credits
University Core Requirements.....	50 credits
Electives	8 credits
TOTAL	128 credits

B.S. in Visual Merchandising Design

Major Requirements	70 credits
University Core Requirements.....	50 credits
Electives	8 credits
TOTAL	128 credits

The School of Art and Design also offers minors in Art History, Furnishings and Product Marketing, Graphic Design, Photography, Studio Art, and Visual Merchandising Design.

If a minor is “embedded” in a major, the minor may not be granted. Please speak to your advisor for more information.

Department of Art and Graphic Design

Mr. Scott Raynor, *Chair*; Mr. Allan Beaver; Mr. Mark Brown; Ms. Janis L. Dougherty; Dr. Cheryl Harrison; Ms. Karen Maness; Ms. Molly Seabrook; Mr. Bruce Shores; Ms. Benita R. VanWinkle.

The Department of Art and Graphic Design at High Point University encompasses two areas of study. Students can choose to major in Graphic Design or Studio Art.

GRAPHIC DESIGN

The student who takes the Graphic Design major will 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 pushing the student into achieving a new theoretical and aesthetic understanding of art and graphic design that leads toward a unique creative vision.

Student Learning Outcomes

Upon graduation, students will:

1. Understand basic design principles, concepts, media, and formats in the various fine arts disciplines.
2. Have technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication in Graphic Design including being able to identify a problem; research, gather, and analyze information about it; generate multiple creative solutions; and evaluate outcomes.
3. Have some familiarity with the works and intentions of major artists/designers and movements of the past and present, both in Western and non-Western worlds.
4. Understand the nature of contemporary thinking on art and design, and have gained at least a rudimentary discernment of quality in design projects.
5. Have an awareness of the Graphic Design profession including the role of ethics in the design process and how to work productively as a member of a team.



Requirements for the B.A. in Graphic Design (56 Credits)

- ART 1050. Fundamentals of Design (4)
- ART 1060. Drawing (4)
- ART 2000. Art History Survey (4)
- ART 2050. Digital Art and Design (4)
- GDS 2100. Typography I (4)
- GDS 2150. History of Graphic Design (4)
- ART 2350. Three-Dimensional Design (4)
- GDS 2550. Graphic Design Studio I (4)
- GDS 3100. Typography II (4)
- GDS 3650. Graphic Design Studio II (4)
- ART 3680. Digital Photography (4)
- GDS 4999. Senior Studio (4)

Select two ART or GDS courses (8 credits) with at least 4 credits at the 3000-level or above.

Requirements for a Minor in Graphic Design (20 Credits)

- ART 1050. Fundamentals of Design (4)
- ART 2050. Digital Art and Design (4)
- GDS 2100. Typography I (4)
- GDS 2150. History of Graphic Design (4)
- GDS 2550. Graphic Design Studio I (4)

Interior Design Students ONLY: Interior design students wishing to minor in an area requiring ART 2000 may use the following courses to substitute for ART 2000:

- INT 2140. History of Interiors I: Western Foundations (2)
- INT 2240. History of Interiors II: Classical Interpretations (2)
- INT 3140. History of Interiors III: The Modern Experience (2)

STUDIO ART

The studio art degree emphasizes an observation based approach with an exposure to a broad range of art media. The foundation level courses are based on the fundamentals of drawing and design leading to more advanced courses that examine aesthetics, history, criticism and studio practice. Students are also encouraged to develop their abilities to clearly articulate visual concepts and ideas and critically examine their own art and the art of others. Advanced studio courses are offered in the disciplines of ceramics, photography, painting, sculpture and digital art.

Student Learning Outcomes

Upon graduation, 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 using a variety of methods.
3. Understand principles of visual organization sufficient to achieve basic visual communication and expression in one or more media
4. Be able to make workable connections between concept and media.
5. Understand the works and intentions of major artists/designers and movements of the past and present, both in Western and non-Western worlds.
6. Understand the nature of contemporary thinking on art and design, and have gained at least a rudimentary discernment of quality in design projects and works of art.
7. Have an awareness of professional practices including museum and exhibition standards, visual culture, aesthetic assessment, and creative thinking.

Requirements for the B.A. in Studio Art (52 Credits)

Core Courses (16)

- ART 1050. Fundamentals of Design (4)
- ART 1060. Drawing (4)
- ART 2000. Art History Survey (4)
- ART 2350. Three-Dimensional Design (4)

Media Coursework (16)

- ART 2080. Darkroom Photography I (4)
- ART 2090. Ceramics I (4)
- ART 3090. Sculpture I (4)
- ART 3160. Painting I (4)

Upper Level Art History (4)

- ART 3860. Contemporary Concepts in Art (4)

Upper Level Art Studio (8)

Select two courses from:

- ART 3190. Ceramics II (4)
- ART 4060. Painting II (4)
- ART 4080. Darkroom Photography II (4)
- ART 4090. Sculpture II (4)

Elective Choice (4)

Select one course from:



ART 2888. Art in Europe (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 (4)

Advanced Level (4)

ART 4999. Senior Studio (4)

Requirements for a Minor in Studio Art (20 Credits)

ART 1050. Fundamentals of Design (4)
 ART 1060. Drawing (4)
 ART 2000. Art History Survey (4)

Select two courses from:

ART 2030. Printmaking (4)
 ART 2080. Darkroom Photography I (4)
 ART 2090. Ceramics I (4)
 ART 2350. Three-Dimensional Design (4)
 ART 3060. Life Drawing (4)
 ART 3090. Sculpture I (4)
 ART 3160. Painting I (4)
 ART 3190. Ceramics II (4)
 ART 3680. Digital Photography (4)
 ART 4060. Painting II (4)
 ART 4080. Darkroom Photography II (4)
 ART 4090. Sculpture II (4)

OTHER DEPARTMENTAL MINORS

Requirements for a Minor in Art History (20 Credits)

ART 2000. Art History Survey (4)
 ART 3860. Contemporary Concepts in Art (4)

Select one course from:

GDS 2150. History of Graphic Design (4)
 ART 2888. Art in Europe (4)
 ART 3850. History of Photography (4)
 ART 3950. Italian Renaissance 1226-1564 (4)

Select two courses from:

ART 1050. Fundamentals of Design (4)
 ART 1060. Drawing (4)
 ART 2030. Printmaking (4)

ART 2080. Darkroom Photography I (4)
 ART 2090. Ceramics I (4)
 ART 3060. Life Drawing (4)
 ART 3090. Sculpture I (4)
 ART 3160. Painting I (4)
 ART 3680. Digital Photography (4)

Requirements for a Minor in Photography (20 Credits)

ART 1050. Fundamentals of Design (4)
 ART 2080. Darkroom Photography I (4)
 ART 3680. Digital Photography (4)
 ART 3850. History of Photography (4)

Select one course from:

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

Students may not double major in both studio art and graphic design. In addition, a studio art major may not declare a minor in graphic design. A graphic design major may not declare a minor in studio art.

Course Descriptions

ART 1020. Ways of Seeing: Art Appreciation. This is an introductory course that provides an overview of the world of visual arts. It serves to enhance understanding and appreciation for a broad range of imagery, media, artists, movements, and periods in history. This course explores the relationship of art in social and cultural life and encourages students to develop judgment in art analysis and criticism. Students will have hands-on experience with some of the methods, materials and ways of working to better understand the creation of art. *Four credits.* [A]

ART 1021. The Camera Eye: Understanding Photography and Visual Language. This is an introductory course in photographic and art appreciation with an emphasis on the thematic study of key photographic works, movements, styles, concepts, and important practitioners of the medium. Students will explore the roles of the artist and the viewer as well as understand the visual concepts of form and content, style, iconography, and the elements and principles of design. Illustrated lectures and discussions appraise diverse overlapping functions of photographs within the context of the broader visual culture. *Four credits.* [A]

"I enjoy the one-on-one time I get with my art professors. They work closely with us on a wide variety of projects and help us learn to express ourselves."

—Alex Stanley

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 analog and digital media as they explore two-dimensional, and three-dimensional design along with color theory. *Four credits.* [A]

ART 1060. Drawing. This is a foundational drawing course from observation. It is an introduction to the structure and articulation of forms. Some or all of the media used that may be introduced are charcoal, pencil, conte crayon and wet media. The student will become familiar with fundamental techniques and competent at rendering a convincing drawing based on the observation of the underlying structure of objects with an understanding of composition. *Four credits.* [A]

ART 2000. Art History Survey. This course is a survey of the history of painting, sculpture and architecture from prehistory to the mid-20th century with an emphasis on Western Art. Art is discussed through the ideas of religion, politics, social and cultural context. Course material will be presented through lectures, assigned readings, online resources, and in-class discussions. *Four credits.*

ART 2030. Printmaking. Introduces techniques in one or more of the traditional printmaking methods including etching, relief and monoprinting — all of which have been essential vehicles of creative expression in 20th century art and remain important for all kinds of artists in the 21st century. Printmaking allows students to discover a new medium where drawing and design skills can be enhanced. A goal of acquiring precision with technique is combined with the spirit of experimentation to encourage the student to produce high quality imagery in several print editions. Important printmakers and their theories are discussed. Information on how digital imaging is used in 21st century printmaking is also addressed in terms of computer-generated designs. Environmental concerns in operating a "green lab" are more important today than ever. *Prerequisite: ART 1060. Offered alternate spring semesters. Four credits.*

ART 2050. Digital Art and Design. This course is an introduction to the use of a digital platform 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. *Prerequisite: ART 1050 Four credits.* [A]

ART 2080. Darkroom Photography I. This is an introduction to traditional darkroom techniques, camera controls, design

skills and photography theories. The craftsmanship of darkroom procedures is emphasized with guided practice and ample time for independent work. Aside from lab work there are lectures, demonstrations, tests, critiques and essays. The role of film in the 21st century is addressed in conjunction with the latest research on photography. A 35mm SLR (single lens reflex) film camera with manual controls is required for the class. A list of supplies such as film and paper will be available before class begins. *Prerequisite: ART 1050. Four credits.* [A]

ART 2090. Ceramics I. This is a basic course in ceramics with an emphasis in hand-built forms. The methods of pinch, slab, coil, and hump 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. Students will learn the stages of clay from its origin in the ground through the firing and glazing stages. Group and individual critiques will be included in the course to increase awareness, questioning and self evaluation. Through research, the student will demonstrate an awareness of and appreciation for the works of ceramic artists from our culture and other cultures. The student will develop knowledge about the early history of ceramics. *Four credits.* [A]

ART 2120. Art History I. This course is a survey of the history of painting, sculpture, and architecture from prehistory to Giotto in relation to the cultural background in which it was shaped. Course material will be presented through lectures, assigned readings and in-class discussions. From this material, students will learn to think and speak critically about visual and textual material, as well as see art as a necessary part of human interaction. *Four credits.* [A]

ART 2220. Art History II. This course is a survey of the history of painting, sculpture, and architecture from Giotto to Pollock in relation to the cultural background in which it was shaped. Course material will be presented through lectures, assigned readings and in-class discussions. From this material, students will learn to think and speak critically about visual and textual material, as well as see art as a necessary part of human interaction. *Four credits.* [A]

ART 2350. Three-Dimensional Design. This class focuses on the fundamentals of volume, mass, positive/negative space, texture, and the linear/planar attributes of three-dimensional forms in space. Students engage in hands-on exploration of these fundamentals through projects utilizing simple

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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. Four credits.*

ART 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

ART 2888. Art in Europe. Art in Europe is designed as a May Term course that integrates site specific works of art from various locations in Europe with student research and collaboration. Students will participate by visiting works of art and experiencing architecture with the facilitating faculty member. Students will complete a series of research based assignments and present them to their fellow classmates. *Four credits. [A, SA]*

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. *Four credits. [SA, GS]*

ART 3060. Life Drawing. This advanced course in drawing from the figure explores the expressive potential of the human figure as subject matter. This will be discovered through an experience with models in a variety of figure-environment situations. The student will further develop their skills at observation based on an understanding of the human figure. Class will include gesture drawings, long and short poses and drawing in a variety of media. *Prerequisite: ART 1060. 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. *Prerequisite: Sophomore standing or above. Four credits. [SL]*

ART 3090. Sculpture I. This is a basic course in ceramics with an emphasis on thrown and hand-built forms. The methods of pinch, slab, coil, and throwing will be used to familiarize the student with clay and clay building. Students will learn the language and terminology used in ceramics. Through various projects students will gain confidence with observational analysis; technical, interpretive, and inventive skills; self expression; and personal interests. *Prerequisite: ART 1060. Four credits.*

ART 3160. Painting I. This is an introduction to oil painting with an emphasis on obtaining a basic understanding of pictorial organization and critical dialogue. Basic techniques of monochromatic blocking in, mixing colors, blocking in the form with color and the proper application of oil paint are introduced. The use of color schemes will be explored by the student with the goal of understanding how these schemes work to create a convincing space and a sound composition. *Prerequisite: ART 1060. 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. 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. Students must provide a digital camera. *Four credits.* [A]

ART 3850. History of Photography. History of Photography is a survey of the key events and photographers since the invention of photography in the 1830s. The effect photography has had on portraiture, journalism, science, sociology, medicine, communications, movies, television, war documentation, and fine arts are among the important topics covered in this lecture/discussion class. Students will gain an awareness of the monumental impact that photography has had worldwide and realize the universal language photography provides. The class emphasizes the dedicated and fascinating people who devoted their lives to either document what would never have been seen or to invent techniques that made the processes beautiful and permanent. *Prerequisite: ART 2000. Four credits.* [A]

ART 3860. Contemporary Concepts in Art. This course will examine the aesthetic and cultural shifts within contemporary art and their surrounding contexts by identifying major critical methodologies. Students will analyze defining characteristics of artistic production beginning in the 1960s and continuing into today, which include the break of art adhering to a specific modernist artistic canon, a rejection of purely traditional artistic mediums, new inspirations taken from popular culture, an expansion of non-Western influences, and an emphasis on social concerns over the purely aesthetic. Students will develop analytical approaches necessary in critiquing, writing about, and comprehending contemporary practices as well as a foundation of vocabulary and terms with which to speak about their observations when viewing and analyzing works of art and design. *Prerequisite: ART 2000. Four credits.*

ART/GBS 3880. Revolution in Paris: Art at the Turn of Two Centuries. Since the late 1700's Paris has been a city of social and artistic revolution. Generations of artists and designers have discovered new ways to express emotions, forms, and atmosphere as well as discontent. Untold artists and designers have found the "City of Light" to hold inspiration and energy to create what we now consider among the most powerful works of art and design in existence. At the beginning of the 21st century, Paris still inspires artists and designers to explore the same concepts. This course will explore the "muse of place" in and around Paris that have sparked creativity since the early 1800s. Using a camera, students will retrace the steps of Marville and Atget, photographers who documented Paris at the beginning of photography and just before the World Wars.

Students will visit contemporary photo and art galleries, as well as talk to Parisian artists to assess the heartbeat of the contemporary influence of art in Paris today. By channeling artists and designers from the past 150 years we will explore, create, and engage in a conversation about what it means to be inspired by location, bringing the energy to our own triad home through a photographic documentary project of High Point. *Four credits.* [GS]

Art 3950. Italian Renaissance 1226-1564. This course explores the Italian Renaissance, through its roots in 13th century Florence and Siena to the art of 16th century Rome. With the "rebirth" of classical philosophy and continuous competition between cities and artists, significant innovations in painting, sculpture, and architecture abound. Students will research the revolutionary works of such artists as Duccio, Giotto, Donatello, Brunelleschi, and Michelangelo not only by formally analyzing images, but also by engaging critically with primary and secondary sources, both biographical, visual, and theoretical. *Prerequisites: ART 2120 or 2220. Offered alternate spring semesters. 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. 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. Fostering creative photography with craftsmanship is a goal. *Prerequisite: ART 2080. Four credits.*

ART 4090. Sculpture II. Sculpture II is a continuation of the in-depth study of form based on observation and concept. The course will focus on manipulative, additive, and subtractive methods in a variety of traditional media. As an exploration in new media, students will create ephemeral, conceptual, and performance based works. Students will build perceptual ability and skills through studio assignments and further develop their language of form in three-dimensional space. Group and individual critiques will be



included in the course to increase awareness, questioning, and self-evaluation. *Prerequisite: ART 3090. Four 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. Four credits.*

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

GDS 2100. Typography I. Typography is a study of the design and use of basic letterforms, layout, anatomy, typographic contrast, hierarchy of information, major type families and characteristics, and marking paragraphs.

Emphasis will be placed on developing visual sensitivities and analyzing conceptual problems. Students will develop expressive typographic design and new and unique type fonts, experiencing graphic design by execution of typographic design solutions. *Prerequisite: ART 1050. Four credits.*

GDS 2150. History of Graphic Design. The History of Graphic Design will trace the historical development of graphic design which includes illustration and the sequential arts. This course will examine graphic design as a component of society, culture and general history as well as present an overview of the first illustrators and designers (from cave art to illuminated manuscripts). Supplements lecture, theory, and audio visual with relevant creative projects. *Four credits.*

GDS 2550. Graphic Design Studio I. This course introduces the interaction of text and image and the fundamental components of graphic communication. Students will develop and hone skills in working with text and image as they create solutions to a series of design problems. Visual literacy will be increased through exposure to contemporary design issues and graphic design history. Students will be expected to expand their proficiency in all aspects of the design process, including the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. *Prerequisite: ART 2050. Four credits.*

GDS 3100. Typography II. This course continues the study and investigation of type and typographic grids and the critical role they play in graphic design. Through further investigation of the conventions of typography, letterforms and layout, the student will explore the power to guide perceptions and craft a message with typography. Emphasis will be placed on the design of the word, the line, the paragraph and the page, with concept and research based projects and practice, gradually increasing in scope and complexity up to the setting of pages of text with multiple levels of hierarchical meaning. *Four credits.*

GDS/COM 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 1110 or ART 2050. Four credits.*

GDS 3550. Art and Design for the Web. This course introduces basic visual communication concepts that are critical to designing web pages and interactive media. Emphasis is placed on design, communication, information,

“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

architecture, navigation, and authoring. *Prerequisite:* ART 2050. *Four credits.*

GDS 3650. Graphic Design Studio II. Further emphasis will be placed on the relationship between text and image through a series of design-based problems. Continued emphasis will be placed on the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. Students will also research and investigate opportunities in careers related to graphic design. *Prerequisite:* ART 2550. *Four credits.*

GDS 4999. Senior Studio. Senior Studio is a capstone course where the student will create a finished portfolio of work. Faculty within the Graphic Design department will take on a mentoring role to guide the student toward synthesizing their experiences in the major. In addition to a portfolio requirement, students will also gain skills in writing and presentation of their work. Course must be taken during the senior year. *Four Credits.*

Department of Home Furnishings and Interior Design

Dr. Jane Nichols, *Chair*; Mr. Adrian Boggs; Ms. Kathryn Brandt; Ms. Kristina Goff; Mrs. Cathy Hillenbrand-Nowicki; Mr. Brandon Jones; Mr. John Linn; Dr. John Turpin.

Requirement for the B.S. in Interior Design (70 credits)

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.

INT 1100. Design and Society (4)
INT 1220. Design Communication I: Visual Ideation (2)
INT 1280. Studio I: Form and Space (4)
INT 2120. Design Communication II: Visual Abstractions (4)
INT 2140. History of Interiors I: Western Foundations (2)
INT 2180. Studio II: Plane and Pattern (4)
INT 2220. Design Communication III: Visual Presentation (4)
INT 2240. History of Interiors II: Classical Interpretations (2)
INT 2260. Building Technologies I: Construction Systems (2)
INT 2280. Studio III: The Human Interface (4)
INT 3140. History of Interiors III: The Modern Experiment (2)
INT 3160. Building Technologies II: Materials, Finishes & Furnishings (4)
INT 3180. Studio IV: Programming (4)

INT/GBS 3240. Global Issues and the Built Environment (4)
INT 3280. Studio V: Special Topics (4)
INT 4120. Design Communication V: Building Information Modeling (2)
INT 4160. Building Technologies III: Building Systems (4)
INT 4180. Studio VI: Integrations and Interventions (4)
INT 4200. Professionalism and Business Practices (2)
INT 4220. Design Communication V: Construction Documents (4)
INT 4280. Studio VII: Capstone (4)

Criteria for Admission and Retention

Any student accepted to High Point University may enter the interior design program. A portfolio or separate admission process is not required. In order to progress in the program, students must:

- earn a grade of ‘C’ or higher in all required Interior Design (INT) courses, and
- pass a comprehensive exam given at the end of the freshman and sophomore years, and participate in a portfolio review at the end of the junior year.

In order to graduate with a B.S. in Interior Design, students must have an overall GPA of 2.0 or higher.

All interior 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. 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 comprehensive exams.

Transfer students: Portfolio review by interior design faculty is required. 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. Based on the results of the portfolio review, students may be asked to take an entrance exam for final placement.

Requirements for the B.S. in Visual Merchandising Design (70 Credits)

The Visual Merchandising Design major prepares students to apply their passion for design in the business of visually attracting and motivating consumers to buy products such as fashion and furnishings. The visual merchandiser develops

“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

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store and fixture layouts, designs window displays, creates eye-catching vignettes and artistically conveys a targeted message to the customer.

- ART 2050. Digital Art and Design (4) **or** approved substitute
- FPM 2610. Furnishings/Product Fundamentals (2)
- FPM 2650. Furnishings/Product Merchandising (4)
- FPM 3620. Furnishings/Product Marketing (4)
- INT 1100. Design and Society (4)
- INT 1220. Design Communication I: Visual Ideation (2)
- INT 1280. Studio I: Form & Space (4)
- INT 2120. Design Communication II: Visual Abstractions (4)
- INT 2140. History of Interiors I: Western Foundations (2)
- INT 2180. Studio II: Plane & Pattern (4)
- INT 2220. Design Communication III: Visual Presentation (4)
- MKT 3180. Marketing Communications (4)
- MKT 3200. Consumer Behavior (4)
- VMD 2300. Materials and Textiles (2)
- VMD 3100. Visual Merchandising Studio I (4)
- VMD 3150. Branding, Licensing & Ownership (2)
- VMD 3200. Special Topics Studio (4)
- VMD 4100. Merchandise Planning & Control (2)
- VMD 4200. Lighting, Staging, Exhibit Design (4)
- VMD 4300. Visual Merchandising Studio II (4)

In addition, students must select one of the two courses listed below:

- INT 2240. History of Interiors II: Classical Interpretations (2)
- VMD 2230. History of Fashion (2)

Student Learning Outcomes

Through the department's recognition of the significance of HPU's Core Competencies, HPU's regional accrediting body the Southern Association of Colleges and Schools, and continuous conversations with advisors from the design industry, the faculty has identified a single, comprehensive outcome:

Graduates of the Bachelor of Science in Visual Merchandising Design program possess the skills and knowledge necessary to successfully meet the job requirements for entry-level positions in the retail and related industries.

The faculty has identified 7 programmatic goals essential for students to achieve the aforementioned outcome. They will demonstrate the ability to:

1. Define problems as it relates to the discipline.
2. Gather and analyze relevant information, evaluate issues, and set priorities.
3. Explore and generate creative solutions via a systematic

and coordinated process.

4. Justify and defend solutions as it relates to relevant criteria derived from the problem/program.
5. Produce design solutions that consider selling strategies, and business standards and practices.
6. Convey intent in a professional manner as appropriate to the audience.
7. Utilize life-skills to enhance productivity, flexibility, adaptability and collegiality.

Criteria for Admission and Retention

Any student accepted to High Point University may enter the Visual Merchandising Design program. A portfolio or separate admission process is not required. In order to progress in the program, students must earn a grade of 'C' or higher in all required art and design courses (ART, FPM, INT, VMD).

In order to graduate with a B.S. in Visual Merchandising Design, students must have an overall GPA of 2.0 or higher.

Requirements for a Minor in Visual Merchandising Design (22 Credits)

- FPM 2610. Furnishings/Product Fundamentals (2)
- FPM 2650. Furnishings/Product Merchandising (4)
- INT 1220. Design Communication I: Visual Ideation (2)
- INT 1280. Studio I: Interior Form and Space (4)
- INT 2120. Design Communication II: Visual Abstractions (4)
- VMD 2300. Materials and Textiles (2)
- VMD 3100. Visual Merchandising Studio (4)

Requirements for a Minor in Furnishings & Product Marketing (20 Credits)

- FPM 2610. Furnishings/Product Fundamentals (2)
- FPM 2650. Furnishings/Product Merchandising (4)
- FPM 3620. Furnishings/Product Marketing (4)
- MKT 3200. Consumer Behavior (4)
- MKT 3300. Marketing Research (4)
- VMD 3150. Branding, Licensing & Ownership (2)

Course Descriptions

FPM 2610. Furnishings/Product Fundamentals.

Introduction to interior furnishings involving extensive exposure to terminology, quality levels, materials and various types of manufacturing. Furnishings are explored from the raw material state all the way to the finished product as it exists in its place of ultimate use. Involves extensive use of field trips. *Two credits.*



FPM 2650. Furnishings/Product Merchandising. This course familiarizes students with merchandising theory, major concepts and the realities of putting together a cohesive product assortment and presenting it effectively to a targeted group of customers with regard to pricing, assorting, styling, and timing. Students will also be exposed to global sourcing and vendor relationships. *Prerequisite:* FPM 2610 or permission of the instructor. *Four credits.*

FPM 3620. Furnishings/Product Marketing. A basic course in how furnishings are marketed in the interior furnishings industry. All marketing functions will be explored through both the standpoint of the manufacturer and retailer. Particular emphasis will be given to marketing products within the industry involving wholesale markets, independent sales representatives and a variety of retail outlets. Both residential and public building furnishings will be covered. *Prerequisite:* FPM 2610. *Four credits.*

INT 1100. Design and Society. This course introduces students to the profession of interior design as one of many disciplines in a global community with a specific purpose. Students will be introduced to the language of design in its local and global context, the responsibilities of the interior designer, contemporary issues affecting the profession, and the various ways in which interior design can contribute to contemporary society. *Four 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. *Two credits.*

INT 1234. The Principles and Elements of European Design. This course will investigate locations associated with 2 legendary cities of Europe which best exemplify the basic principles and elements of design fundamental for learning and practicing interior, furniture, architectural, and visual design. Students will experience actual buildings and sites that exhibit classical design elements including line, space, color, pattern, scale, and proportion. This course will complement both interior design and home furnishings

curriculums, as well as reinforce art history with affiliated topics. *One credit. [SA]*

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 1320. Summer Immersion Sequence I/II. 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. This course also exposes 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. Problem solving through design thinking and drawing embraces the paradox of producing clear and complete representations of design ideas that begin with the imagination and are developed through the design process while simultaneously being open to improvement and change. *Prerequisites:* Students must have earned a minimum of 24 credits to register for INT 1320 and have approval from the department chair. INT 1320 must be taken along with INT 1380 to earn credit. *Grade will be Incomplete until 1380 is successfully completed. INT 1320/1380 prepares students to enter sophomore-level studios. Four credits.*

INT 1380. Summer Immersion Sequence II/II. Students will explore design process tools of categorization and critical analysis known by the term dialectic, which unfolds thesis, antithesis, and synthesis. Modes of thinking when problem-solving include both rational and perceptual skills. Design thinking while exploratory is also objective and intentional. Ideational design drawings convey quantitative accuracy, as it is imagined to be experienced in the qualities of a particular design exploration. Course focuses on the exploration of interior form and space through the manipulation of three-dimensional objects with respect to Ordering Systems and Spatial Concepts. Students will use principles of design to evaluate and communicate theories and concepts of interior spatial definition and organization to validate Ordering Systems and Spatial Concepts.



Physical modeling, perspective sketching by hand and digital 3-dimensional software will be used to assist the student's experience of developing and recording the exploration of form and space. *Prerequisite: INT 1320. INT 1380 must be taken along with INT 1320 to earn credit. 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. *Prerequisites: INT 1100, INT 1220, and INT 1280. Four credits.*

INT 2140. History of Interiors I: Western Foundations.

This survey course is an overview of architecture, interiors, furnishings and art from 3000 BCE through the Rococo period, focusing on developments in Western Europe; providing the student with a social and historical survey of architectural forms, decorative interior treatments, furnishings and fine art. *Two credits.*

INT 2180. Studio II: Plane and Pattern. This course focuses on the identification and solving of two-dimensional design problems. Plane and pattern (the surface and the treatment) are explored as integral parts of the built environment and the methods by which designers can

manipulate them. *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. *Prerequisites: INT 2120 and INT 2180. Four credits.*

INT 2240. History of Interiors II: Classical

Interpretations. This survey course is an overview of architecture, interiors, furnishings and art from the English Georgian period in the early 18th century through the Victorian revivals of the 19th century, focusing primarily on developments in Western Europe; providing the student with a social and historical survey of architectural forms, decorative interior treatments, and furnishings. *Prerequisites: INT 2140 or permission of the instructor. Two 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. *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. *Prerequisites: INT 2120 and INT 2180. Four credits.*

INT/VMD/FPM 3000. NIP Practicum. This practicum is a directed work-study experience that immerses the student in the furnishings and design industry under the supervision of an employer representative and departmental faculty. Student, employer, and faculty advisor will agree upon a Scope of Work Contract, which must outline Goals, Activities, Journal-Log and Practicum Deliverable (Digital Portfolio, Presentation or Summary Paper). Contract must be pre-approved by Department Chair prior to the start of coursework. Practicum will require a minimum of 45 supervised contact-work hours for each earned credit hour. *Prerequisites: INT 1100, INT 1220, INT 1280, INT 2120, INT 2140, and INT 2180. Sophomore standing or higher. One or two credits.*



INT 3140. History of Interiors III: The Modern

Experiment. This survey course is an overview of architecture, interiors, furnishings and art beginning with Proto-modernist movements in the latter half of the 19th century in England and concluding with the Neomodern movement at that end of the 20th century; providing the student with a social and historical survey of architectural forms, decorative interior treatments, and furnishings. *Two 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. *Prerequisites: INT 2260 and INT 2280. Four credits.*

INT 3180. Studio IV: Programming. This course is an advanced 3rd level interior design studio requiring the student to employ learning and skills acquired from 1st and 2nd year lectures and studios, focusing on mixed use design. Concentrations concern human factors and the built environment, solving complex design problems with creativity and ideation, and identifying and employing sustainable design practices. Special emphasis will be placed on sourcing, specifying, pricing, and presenting FF & E as related to the project. *Prerequisites: INT 2220, INT 2260, and INT 2280. Four credits.*

INT/GBS 3240. Global Issues and the Built

Environment. A cross-cultural study of the built environment in a global context. Students will investigate cultures other than their own. Special consideration will be given to the problems of housing the world's population and to building responsibly in a time of changing cultural patterns and increasingly limited natural resources. *Four credits. [GS, SL]*

INT 3280. Studio V: Special Topics. This special topics studio gives students the ability to engage design opportunities outside of the prescribed program of study. Students may choose from elective studios being offered by the department or university or take the opportunity to study design abroad. *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. *Prerequisites: INT 3160 and INT 3280. Two 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. *Prerequisites: INT 2260, INT 3160, and INT 3280. Four Credits.*

INT 4180. Studio VI: Integrations and Interventions.

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. *Prerequisites: INT 3160, INT 3180, and INT 3280. Four 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. *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. *Prerequisites: INT 4120, INT 4160, and INT 4180. Four credits.*

INT 4280. Studio VII: Capstone. The capstone studio requires students to apply all previously learned interior design knowledge and skill to a complex, multi-functional project. The project will culminate with a formal presentation and show. *Prerequisites: INT 4120, INT 4160, and INT 4180. Four credits.*

“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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VMD 2230. History of Fashion. This course focuses on elements affecting dress and fashion from antiquity through the 20th century. Fashion is examined for influences of society, aesthetics, geography, religion, politics, and technology. Explore relationship between dress and textiles as a reflection of material culture. *Two 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. *Prerequisite: INT 2180. Two credits.*

VMD 3100. Visual Merchandising Studio. This studio course introduces the theoretical foundations and principles of merchandising and visual display, as applied to interior spaces, furnishings and fashion industries. The studio will demonstrate the design application of visual merchandising concepts in small and movable built retail environments. *Prerequisite: VMD 2300. Four credits.*

VMD/FPD 3150. Branding, Licensing & Ownership. This course provides an overview of branding, licensing, pricing, product and line development, brand merchandising, brand management, and copyright or ownership rights, as applied to furnishings, interior products and fashion industries.

Prerequisite: Junior Standing. Two credits.

VMD 3200. Special Topics. This studio allows for Visual Merchandising Students to explore special topics in-depth, or participate in a study abroad during Junior Spring semester. Studio topic or semester abroad coursework must be approved by the instructor. *Prerequisites: VMD 3100, VMD 3150. 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. *Prerequisite: VMD 3200. Two credits.*

VMD 4200. Lighting, Staging & Exhibit Design. Visual merchandising and design strategies for showroom, booth, kiosk, pop-up, mobile, KD, trunk show, special collections/ events/performances and exhibits. Specific lighting fixtures and techniques, display fixtures, draping, surface applications, purchase VS renting, inventory, storage and shipping are explored. *Prerequisites: VMD 3100 and VMD 3150. Four credits.*

VMD 4300. Visual Merchandising Studio II. This studio addresses the application of visual design concepts, point-of-purchase marketing support, strategy planning and design, and typical retail business interaction specific to visual merchandising. Building upon information and skills learned during 3000 level studio and lecture courses, special emphasis will be placed on the understanding, development and execution of merchandising floor plans, plan-o-grams, point-of-purchase displays, display windows, vignettes and kiosks utilized by multi-product (soft goods and hard lines) mid-sized built environments, as well as application of these venues to e-commerce and virtual environments. *Prerequisites: VMD 2300, VMD 3100, and VMD 3200. Four credits.*





The Earl N. Phillips School of Business

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The programs of the Earl N. Phillips School of Business are formulated to prepare students for the rapidly changing business world. Because of our fortunate position in the heart of the Piedmont Triad, students in the Earl N. Phillips School of Business have ample opportunities to learn about and work for many national and global companies that call the Piedmont home, including:

- AT&T
- Bank of America
- Banner Life Sciences
- BB&T
- Citicards
- Daimler Buses of North America
- FedEx
- Gilbarco Veeder-Root
- Hanesbrands
- Honda Aircraft Company
- Klaussner Furniture Industries
- Krispy Kreme
- Laboratory Corp of America
- Lincoln Financial Group
- Mack Trucks
- New Breed Logistics
- Old Dominion Freight Lines
- Polo Ralph Lauren Corporation
- Proctor and Gamble
- Price Waterhouse Coopers
- Replacements Limited
- Sara Lee Corp
- Sealy Corporation
- the Volvo Group
- Thomasville Furniture
- TE Connectivity
- United HealthGroup
- UPS
- Valspar Group
- VF Corporation

Our vibrant and diverse business community offers many opportunities for internships, guest speakers, field trips, and experiential learning. The School of Business Advisory Board is a strong partner providing feedback on our programs and generating opportunities for both our programs and students.

The results of all these relationships are “real-world,” hands-on learning experiences for our students. The faculty members of the Earl N. Phillips School of Business are focused on student success. Whether a faculty member is teaching, tutoring, advising, consulting, or researching, the goal is to increase the value of our students. We realize that our mission is directly tied to the success of our students and alumni. The faculty and staff of the Earl N. Phillips School of Business stand ready to assist you as you pursue your career in Accounting, Business Administration, Entrepreneurship, International Business, Marketing, or Sales.



James B. Wehrley, Ph.D.
Dean of the Earl N. Phillips School of Business



The Earl N. Phillips School of Business

Dr. James Wehrley, *Dean*; Dr. Stephanie Crofton, *Associate Dean*; Mr. George Noxon, *Chair, Accounting and Finance*; Dr. Shaun Davenport, *Chair, Management and Entrepreneurship*; Ms. Kathryn Elliott, *Director, Center for Entrepreneurship*; Dr. Daniel Hall, *Chair, Economics*; Mr. Laurence Quinn, *Chair, Marketing, and Director of the Center for Selling Excellence*; Dr. Michael McCully, *Director, International Business*; Dr. Tjai Nielsen, *Director, M.B.A. Executive Education Programs*; Dr. Jennifer Burton; Mr. Scott Davis; Dr. Paul Forshey; Dr. Gerald Fox; Dr. Cynthia Hanson; Dr. Richard Hargrove; Dr. Robert Hirth; Dr. Jo Lacy; Dr. Steven Lifland; Dr. David Little; Mr. Randy Moser; Dr. Ross Roberts; Dr. Suryadipta Roy; Mr. Miguel Sahagun; Dr. Peter Summers; Dr. Premalata Sundaram; Dr. Patricia Swafford; Dr. Marlon Winters.

Phillips School of Business Vision, Mission, and Values Statements

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

Majors and Minors

The Earl N. Phillips School of Business offers the following majors and minors:

- Major in Accounting
- Major in Business Administration
- Major in Entrepreneurship
- Major in International Business
- Major in Marketing
- Major in Sales (or Sales with a concentration in Furniture Industry)

- Minor in Accounting
- Minor in Business Administration
- Minor in Economics
- Minor in Entrepreneurship
- Minor in Finance
- Minor in Global Commerce
- Minor in Marketing
- Minor in Sales

Degree Requirements

The Earl N. Phillips School of Business offers the B.S.B.A. degree in Accounting, the B.S.B.A degree in Business Administration, the B.S.B.A. degree in Entrepreneurship, the B.S.B.A degree in International Business, the B.S.B.A. in Marketing, and the B.S.B.A. in Sales (with or without a concentration in Furniture Industry). To graduate from High Point University with these degrees, students must complete the following:

B.S.B.A. in Accounting

Major Requirements	78-86 credits*
University Core Requirements.....	50 credits
Electives	8 credits
TOTAL	128 credits

B.S.B.A. in Business Administration

Major Requirements	68 credits*
University Core Requirements.....	50 credits
Electives	18 credits
TOTAL	128 credits

B.S.B.A. in Entrepreneurship

Major Requirements	72 credits*
University Core Requirements.....	50 credits
Electives	14 credits
TOTAL	128 credits

B.S.B.A. in International Business

Major Requirements	77-79 credits*
University Core Requirements.....	50 credits
Electives	7-8 credits
TOTAL	128 credits

B.S.B.A. in Marketing

Major Requirements	68 credits*
University Core Requirements.....	50 credits
Electives	18 credits
TOTAL	128 credits

B.S.B.A. in Sales

Major Requirements	68 credits*
University Core Requirements.....	50 credits
Electives	18 credits
TOTAL	128 credits

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

–Maggie Hemingway

B.S.B.A. in Sales (Furniture Industry Concentration)

Major Requirements	72 credits*
University Core Requirements.....	50 credits
Electives	14 credits
TOTAL	128 credits

*At least 8 credits of University Core Requirements are “embedded” within each major. Though these overlapping credits are reflected in the credit totals for both Major Requirements and University Core Requirements, they are not counted twice in the calculations of Elective and Total credits.

Important Registration Notes

For students enrolled in the major programs offered through the Earl N. Phillips School of Business, at least 50 percent of traditional business credits must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, and MKT.

Department of Accounting and Finance

Mr. George Noxon, *Chair*; Mr. Scott Davis; Dr. Jo Lacy; Dr. Steven Lifland; Dr. Ross Roberts; Dr. Premalata Sundaram; Dr. James Wehrley, *Dean, School of Business*.

Programs of Study

- Accounting Major
- Accounting Minor
- Finance Minor

Major in Accounting

The B.S.B.A. in Accounting is offered to those students who seek preparation to become professional accountants. The degree provides students with the technical and analytical foundation of the discipline of accountancy. Students establish qualifications for careers with public accounting firms, financial institutions, commercial and industrial businesses, government agencies, not-for-profit institutions and other organizations.

Each student is encouraged, but not required, to complete a work internship equivalent to at least two and one-half months of full-time work at approximately the mid-point in course work. The School of Business assists in securing internships and credit may be earned for this internship. See “Requirements for B.S.B.A. in Accounting” for ACC 4090/ACC 4815.

Students who desire to sit for the CPA examination in North Carolina can satisfy all requirements necessary within the curriculum of the School of Business and should consult with the Chair of Accounting and Finance as to which courses are necessary. Requirements to sit for the CPA examination in other states vary by state. Students should consult with the State Board of CPA Examiners in the state in which they desire to practice. North Carolina now requires 150 hours of coursework to be licensed as a CPA.

Students who desire to sit for the Certificate of Management Accounting (CMA) Exam, the Certificate of Internal Auditing (CIA) Exam, or other professional accounting exams should consult the Chair of Accounting and Finance.

Student Learning Outcomes

Upon completing the Accounting Program at High Point University, students will be:

1. effective communicators (oral and written).
2. aware of theoretical frameworks that apply to ethical dilemmas seen in the business environment.
3. able to demonstrate a fundamental understanding of the core knowledge relevant to the business environment.
4. aware of how global issues influence business decisions.
5. proficient at the preparation of financial statements.
6. proficient in working with the Internal Revenue Code.
7. proficient in producing and using accounting information for decision making.



Requirements for the B.S.B.A. in Accounting (78-86 credits)

- ACC 2010. Financial Accounting (4)
ACC 2050. Accounting Research Methods (2)
ACC 3010. Intermediate Accounting I (4)
ACC 3020. Intermediate Accounting II (4)
ACC 3030. Accounting Information Systems (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) with approval by Chair of Accounting and Finance
BUA 3050. Business Law (4)
ECO 2030. Principles of Macroeconomics (4)
ECO 2050. Principles of Microeconomics (4)
FIN 3010. Financial Management (4)
MGT 2220. Principles of Management and Organizational Behavior (4)
MGT 3280. Operations and Supply Chain Management (4)
MKT 2110. Principles of Marketing (4)
MTH 1310. Calculus for Business and Social Sciences (4) **or** MTH 1410 Calculus I (4)
STS 2610. Quantitative Methods (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.

Accounting Minor

Requirements for a Minor in Accounting (22 credits)

- ACC 2010. Financial Accounting (4)
ACC 2050. Accounting Research Methods (2)
ACC 3010. Intermediate Accounting I (4)
ACC 3020. Intermediate Accounting II (4)
ACC 3030. Accounting Information Systems (4)
ACC 3040. Cost Accounting (4)

Finance Minor

Requirements for a Minor in Finance (20 credits)

- ACC 2010. Financial Accounting (4)
FIN 3010. Financial Management (4)

Choose three courses from the following:

- ECO 3150. Econometrics (4)
FIN 3020. Investment Analysis (4)
FIN 3025. Fixed Income Securities (4)
FIN 3030. Real Estate Investments and Analysis (4)
FIN 3035. Financial Derivatives (4)
FIN 4030. Financial Analysis (4)
MTH 3110. Mathematics of Finance (4)*

*MTH 3110 has a prerequisite of MTH 1420 Calculus II.

Department of Economics

Dr. Daniel Hall, *Chair*; Dr. Stephanie Crofton, *Associate Dean, School of Business*; Dr. Michael McCully, *Director, International Business*; Dr. Gerald Fox; Dr. Suryadipta Roy; Dr. Peter Summers.

Programs of Study

- International Business Major
- Economics Minor
- Global Commerce Minor

International Business Major

The B.S.B.A. in International Business prepares students to function in entry- and mid-level positions in firms actively engaged in trading across international borders, or to begin a career in the international civil service or international legal profession. This program, conducted in cooperation with the Modern Foreign Languages Department, seeks to prepare the graduate culturally and socially, as well as 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 Modern Foreign Languages Department 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. be aware of theoretical frameworks that apply to ethical dilemmas seen in the business environment.
3. be able to demonstrate a fundamental understanding of the core knowledge relevant to the business environment.
4. be aware of how global issues influence business decisions.
5. have in-depth knowledge of the differences in global business cultures.
6. be effective written communicators in Chinese, French, Italian, or Spanish.
7. be effective oral communicators in Chinese, French, Italian, or Spanish.

Requirements for the B.S.B.A. in International Business (77-79 credits); this total is reduced by 8 hours for students who place at or above the FRE/SPN 2130 Level.

- ACC 2010. Financial Accounting (4)
- ACC 2020. Managerial Accounting (4)
- 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)
- MFL 2991. Intercultural Business Communication (1)
- MGT 2220. Principles of Management and Organizational Behavior (4)
- MGT 3280. Operations and Supply Chain Management (4)
- MKT 2110. Principles of Marketing (4)
- MTH 1310. Calculus for Business and Social Sciences (4) **or**
MTH 1410 Calculus I (4)
- STS 2610. Quantitative Methods (4)

Take these international business courses:

- ECO/GBS 4430. Comparative Economics (4)
- MKT 3750. International Marketing (4)

AND choose one more international course from:

- ECO/GBS 3460. International Economics (4)
- MFL 3010. Intercultural Perspectives in Business (4)
- MGT 4050. Global Logistics (4)

or

a different pre-approved international business course abroad (4)

Take these international courses:

- FRE/SPN 2010. Intermediate Language I (4)
- FRE/SPN 2020. Intermediate Language II (4)
- FRE/SPN 2130. Readings/Culture (name varies by language) (4)
- FRE/SPN 2140. Grammar Review (2)
- FRE 3030, FRE 3040, SPN 3050, SPN 3930*, or SPN 3940*
Civilization/Culture/World (names vary by course) (4)
- FRE/SPN 3180. Business Language (4)

or

- 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)

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 in Italian (4)
- ITA/GBS 3030. Italian Culture and Civilization (4)
- ITA 3180. Business Italian (4)

* 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 3940 have additional prerequisites of junior standing, and one previous 3000-level SPN course.

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.
3. It is recommended that students take PSC 2710 and a world religion course as part of their general education courses.



Economics Minor

Requirements for a Minor in Economics (20 credits)

ECO 2030. Principles of Macroeconomics (4)

ECO 2050. Principles of Microeconomics (4)

Choose one course from:

ECO 3030. Intermediate Macroeconomics (4)

ECO 3050. Intermediate Microeconomics (4)

Choose two additional courses (not selected above):

ECO 3030. Intermediate Macroeconomics (4)

ECO 3050. Intermediate Microeconomics (4)

ECO 3150. Econometrics (4)

ECO 3220. Labor Economics (4)

ECO 3310. Money and Banking (4)

ECO 3400. Free Enterprise and Capitalism (4)

ECO 3410. Environmental Economics (4)

ECO/GBS 3460. International Economics (4)

ECO/GBS 4430. Comparative Economics (4)

Global Commerce Minor

Requirements for a Minor in Global Commerce (20 credits)

ECO 2030. Principles of Macroeconomics (4)

Choose four courses from:

ECO/GBS 3460. International Economics (4)

ECO/GBS 4430. Comparative Economics (4)

MFL 3010. Intercultural Perspectives (4)

MGT 4050. Global Logistics (4)*

MKT 3750. International Marketing (4)**

PSC 2710. International Relations (4)

One different pre-approved study-abroad course in international business.

* MGT 2220 and MGT 3280 are prerequisites for MGT 4050.

** MKT 2110 is a prerequisite for MKT 3750.

Mathematical Economics

Students are also encouraged to consider the Mathematical Economics major offered by the Department of Mathematics and Computer Science.

Department of Management and Entrepreneurship

Dr. Shaun Davenport, *Chair*; Ms. Kathryn Elliott, *Director, Center for Entrepreneurship*; Dr. Paul Forshey; Dr. Robert Hirth; Dr. David Little; Dr. Tjai Nielson, *Director, M.B.A. and Executive Education Programs*; Dr. Patricia Swafford.

Programs of Study

- Business Administration Major
- Entrepreneurship Major
- Business Administration Minor
- Entrepreneurship Minor

Major in Business Administration

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. aware of theoretical frameworks that apply to ethical dilemmas seen in the business environment.
3. able to demonstrate a fundamental understanding of the core knowledge relevant to the business environment.
4. aware of how global issues influence business decisions.

Requirements for the B.S.B.A. in Business Administration (68 credits)

ACC 2010. Financial Accounting (4)

ACC 2020. Managerial Accounting (4)

BUA 2990. Business Communications and Professional Development (4)

ECO 2030. Principles of Macroeconomics (4)

ECO 2050. Principles of Microeconomics (4)

FIN 3010. Financial Management (4)

MGT 2220. Principles of Management and Organizational Behavior (4)

MGT 3280. Operations and Supply Chain Management (4)

MGT 4990. Strategic Management (4)

“My parents have a strong work ethic, and that is something that I have grown to practice in my life.”

—Monyae Williamson

MKT 2110. Principles of Marketing (4)
MTH 1310. Calculus for Business and Social Sciences (4) **or**
MTH 1410 Calculus I (4)
STS 2610. Quantitative Methods (4)

Choose one course from the following:

BUA/GBS 3100. Global Business (4)
ECO/GBS 3460. International Economics (4)
ECO/GBS 4430. Comparative Economics (4)
MKT 3750. International Marketing (4)

and

Choose 4 additional School of Business courses excluding FIN 2010. The four elective courses may also include STS 3410; CSC 1210; CSC 2210. At least two of the four courses must be at the 3000-level or above.

1. At least 50% of traditional business credit hours in this major must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, and MKT.
2. Students are encouraged also to consider internships, undergraduate research, or independent study in business, beyond the standard requirements.

Requirements for a Minor in Business Administration (20 credits)

ACC 2010. Financial Accounting (4)
ECO 2030. Principles of Macroeconomics (4) **or** ECO 2050.
Principles of Microeconomics (4)
FIN 3010. Financial Management (4)
MGT 2220. Principles of Management and Organizational
Behavior (4)
MKT 2110. Principles of Marketing (4)

The Business Administration minor is open to all students except those obtaining a major within the School of Business.

Major in Entrepreneurship

The entrepreneurship major is intended for students who are interested in starting or purchasing a business, or who are considering working in a family-owned business upon graduation.

Student Learning Outcomes

Upon completing the Entrepreneurship major at High Point University, students will:

1. effectively develop resource management 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 (72 credits)

ACC 2010. Financial Accounting (4)
ACC 2020. Managerial Accounting (4)
BUA 2990. Business Communications and Professional
Development (4)
ECO 2030. Principles of Macroeconomics (4)
ECO 2050. Principles of Microeconomics (4)
FIN 3010. Financial Management (4)
MGT 2220. Principles of Management and Organizational
Behavior (4)
MGT 3280. Operations and Supply Chain Management (4)
MKT 2110. Principles of Marketing (4)
MTH 1310. Calculus for Business and Social Sciences (4) **or**
MTH 1410 Calculus I (4)
STS 2610. Quantitative Methods (4)

Choose one course from the following:

BUA/GBS 3100. Global Business (4)
ECO/GBS 3460. International Economics (4)
ECO/GBS 4430. Comparative Economics (4)
MKT 3750. International Marketing (4)

and

ENT 2900. Ideation and Creativity (4)
ENT 3023. Business Modeling and Feasibility (4)
ENT 3400. Entrepreneurial Finance (4)
ENT 4990. Strategic Entrepreneurship Management (4)

AND at least 8 credits from the following:

ENT 2810. Dilemmas and Debates in Entrepreneurship (2)
ENT 3010. Business Plan Laboratory (2)
ENT 3050. Business Law for Entrepreneurs (4)
ENT 3510. Corporate Entrepreneurship (4)
ENT 4220. Social Entrepreneurship (4)
ENT 4263. Entrepreneurial Marketing (4)
ENT 4444. Independent Study (2 to 6)
MGT 3300. Innovation Management (4)

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

–Henry David Thoreau

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 a Minor in Entrepreneurship (20 credits)

- ENT 2900. Ideation and Creativity (4)
ENT 3023. Business Modeling and Feasibility (4)

AND at least 12 credits from the following:

- ENT 2810. Dilemmas and Debates in Entrepreneurship (2)
ENT 3010. Business Plan Laboratory (2)
ENT 3050. Business Law for Entrepreneurs (4)
ENT 3400. Entrepreneurial Finance (4)
ENT 3510. Corporate Entrepreneurship (4)
ENT 4220. Social Entrepreneurship (4)
ENT 4263. Entrepreneurial Marketing (4)
ENT 4444. Independent Study (2 to 6)
ENT 4990. Strategic Entrepreneurship Management (4)
MGT 3300. Innovation Management (4)

Department of Marketing

Mr. Laurence Quinn, *Chair and Director of the Center for Selling Excellence*; Dr. Jennifer Burton; Dr. Cynthia Hanson; Dr. Richard Hargrove; Mr. Randy Moser; Mr. Miguel Sahagun.

Programs of Study

- Marketing Major
- Sales Major
- Sales Major with a concentration in the Furniture Industry
- Marketing Minor
- Sales Minor

A student may only major in **one** of these programs of study.

Major in Marketing

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 major 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 the ability to comprehend the critical needs of buyers and markets.
3. have fundamental knowledge of advertising, market research, and social media marketing.
4. demonstrate oral and written communication skills appropriate for a marketing professional.
5. understand global marketing and cross-cultural interactions.
6. use professional selling techniques to create lasting customer relationships.

Requirements for the B.S.B.A. in Marketing (68 credits)

- ACC 2010. Financial Accounting (4)
ACC 2020. Managerial Accounting (4)
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 (4)
MGT 3280. Operations/Supply Chain (4)
MKT 2110. Principles of Marketing (4)
MKT 3600. Sales in a Dynamic Environment (4)
MKT 3750. International Marketing (4)
MKT 4400. Marketing Management (4)
MTH 1310. Calculus for Business & Social Sciences (4) or
MTH 1410. Calculus (4)
STS 2610. Quantitative Methods (4)

Choose three courses from the following:

- MKT 3180. Marketing Communications (4)
MKT 3200. Consumer Behavior (4)
MKT 3300. Marketing Research (4)
MKT 4100. Social Media Marketing (4)



Major in Sales

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 at High Point University's Phillips School of Business, the student 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. The student will complete courses in the sales process, negotiation, sales leadership and more.

Student Learning Outcomes

Upon completion of the sales program at High Point University, students will be able to:

1. demonstrate the key selling skills required in our dynamic global marketplace.
2. understand the value of and the many techniques for restoring and maintaining self-motivation, courage, and confidence in the face of rejection.
3. confidently create and build loyal relationships in complex and competitive environments.
4. focus and listen for clear and complete understanding of another's intended message.
5. successfully strategize and negotiate for mutual gain in a business setting.
6. confidently lead a high performing sales team.

Requirements for the B.S.B.A. in Sales (68 credits)

ACC 2010. Financial Accounting (4)
ACC 2020. Managerial Accounting (4)
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 (4)
MGT 3280. Operations/Supply Chain (4)
MKT 2110. Principles of Marketing (4)
MKT 3600. Sales in a Dynamic Environment (4)
MKT 3680. Negotiations (4)
MKT 3750. International Marketing (4)
MKT 4370. Sales Leadership (4)
MKT 4500. Retail Selling (4)

MTH 1310. Calculus for Business & Social Sciences (4) or
MTH 1410. Calculus (4)
STS 2610. Quantitative Methods (4)

Plus one additional marketing course. (4)

Major in Sales with a Concentration in the Furniture Industry

The major in sales with a concentration in the furniture industry focuses on preparing students to succeed in one of the world's most important industries with exceptional global growth potential. As a major in this unique and exciting program at High Point University's Phillips School of Business, the student will learn how to design, plan, strategize, sell, and manage for success in the furniture industry.

Student Learning Outcomes

Upon completion of the sales program with a concentration in the furniture industry at High Point University, students will be able to:

1. explain the unique aspects of design, marketing, and sales in the furniture industry.
2. prepare concepts and execute successful furniture showroom designs.
3. appreciate the complexities of fabrics, materials, and textures in furniture design and function.
4. understand and give insight into the successful operation of a business in the furniture marketplace.
5. create a professional selling strategy.
6. confidently present a customized needs-based solution.
7. establish and grow a value-based relationship in either B2B or retail sales environments.
8. understand the value and the many techniques for restoring and maintaining self-motivation, courage, and confidence in the face of rejection.

Requirements for the B.S.B.A. in Sales with a Concentration in Furniture Industry (72 credits)

ACC 2010. Financial Accounting (4)
ACC 2020. Managerial Accounting (4)
BUA 2990. Business Communications and Professional Development (4)
ECO 2030. Principles of Macroeconomics (4)
ECO 2050. Principles of Microeconomics (4)
FIN 3010. Financial Management (4)
FPM 2610. Furnishings/Product Fundamentals (2)
FPM 2650. Furnishings/Product Merchandising (4)
FPM 3620. Furnishings/Product Marketing (4)



- MGT 2220. Principles of Management (4)
 MGT 3280. Operations/Supply Chain (4)
 MKT 2110. Principles of Marketing (4)
 MKT 3600. Sales in a Dynamic Environment (4)
 MKT 3680. Negotiations (4) **or** MKT 4500. Retail Selling (4)
 MKT 3750. International Marketing (4)
 MKT 4370. Sales Leadership (4)
 MTH 1310. Calculus for Business & Social Sciences (4) **or**
 MTH 1410. Calculus (4)
 STS 2610. Quantitative Methods (4)
 VMD 2300. Materials and Textiles (2)

Requirements for a Minor in Marketing (20 credits)

- MKT 2110. Principles of Marketing (4)
 MKT 4400. Marketing Management (4)*

Choose three courses from the following:

- MKT 3180. Marketing Communications (4)
 MKT 3200. Consumer Behavior (4)
 MKT 3300. Marketing Research (4)
 MKT 3600. Sales in Dynamic Environments (4)
 MKT 3750. International Marketing (4)
 MKT 4100. Social Media Marketing Strategy (4)
 MKT 2881/3881/4881. Special Topics (4)

* MKT 4400 has prerequisites of MKT 2110 and 2 other MKT courses.

Requirements for a Minor in Sales (20 credits)

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

Choose three courses from the following:

- BUA 2990. Business Communications (4)
 MKT 3680. Negotiations (4)
 MKT 4370. Sales Leadership (4)
 MKT 4500. Retail Selling (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 3010. Intermediate Accounting I. This course is the gate-way for the in-depth study of generally accepted accounting principles and their theoretical basis including the process by which accounting standards are created. Also, students explore the elements and proper presentation of the income statement and the balance sheet. Discussion about and correct application of techniques used in accounting for short term financial assets and inventories is also offered. *Prerequisites: ACC 2010 and ACC 2050. 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 3030. 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

“Never settle.”

—Phil Poirier

simulated business experience. *Prerequisite: ACC 2010. 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 emphasizing the ways accounting information helps managers as they plan, develop control procedures, and make decisions for their organizations. *Prerequisites: ACC 2010 and ACC 3030. 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. *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.*



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

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 *intermediate* tax returns for individuals and the IRS code of preparer ethics. Successful completion of the IRS's certification exam for basic returns will qualify a student to work at VITA sites run by The City of High Point-Department of Community Development. *Prerequisite: ACC/EXP 3300 or permission of instructor. 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. Pass/fail. One credit.*

BUA 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

BUA 2990. Business Communications and Professional Development. Emphasizes the fundamentals of communication and professionalism that are essential for success in business. Classroom instruction and practice will include written, oral, and interpersonal/group communication with an emphasis on professionalism and presentation skills. *Prerequisite: Sophomore standing. Four credits.*

BUA 3050. Business Law. This course is a study of U.S. law regarding business. The course will cover topics such as the American legal and regulatory system, contracts, torts, product liability, forms of business ownership, international commercial dispute resolutions process, EEOC, affirmative action, performance appraisal, and discrimination in the workplace. *Four credits.*

BUA/GBS 3100. Global Business. This study-abroad course is an introduction to globalization and its effects on business operations around the world focusing on the varied economic, political, and legal environments in different countries. Emphasis is on identifying the unique business risks, challenges, and opportunities that companies face while competing in a global marketplace. *Prerequisite: Sophomore standing. Four credits. [GS, SA]*

BUA 4444. Independent Study. Admission by permission of the Chair of Management and Entrepreneurship to undertake an assignment planned in advance. *One to four credits.*

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

ECO 2030. Principles of Macroeconomics. This course addresses the subjects of demand and supply, free enterprise and capitalism, GDP and the business cycle, unemployment, inflation, fiscal and monetary policy, banking, international trade and finance, and other related topics. The course helps students understand current economic problems and policy debates. *Four credits. [S]*

ECO 2050. Principles of Microeconomics. This course covers theories of consumer and producer behavior, including demand and supply, elasticity, and consumer utility theory. Introduction to pure competition, monopoly, and other market structures in which businesses operate. Discussion of issues such as mergers and antitrust policy, regulation, cost-benefit theory, externalities and public goods, resource markets, poverty and income inequality, and other applied microeconomic issues. *Four credits. [S]*

ECO 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. *Prerequisites: ECO 2030 and ECO 2050. Course is offered in the fall. 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.



Prerequisites: MTH 1310 or MTH 1410, ECO 2030, and ECO 2050. Course is offered in the spring. Four credits.

ECO 3150. 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 ECO 2050, and STS 2610 or STS 2020. Course is offered alternate years in the fall. Four credits.*

ECO 3220. Labor Economics. A study of how wages and employment are determined in various types of labor markets. Topics will include labor-related issues such as the causes of unemployment, federal labor laws, unionization, immigration, and labor markets across the globe. Major government policies that affect labor markets such as the minimum wage and income and payroll taxes are also examined. *Prerequisites: ECO 2030 and ECO 2050. Course is offered in the fall. Four credits.*

ECO 3310. Money and Banking. A study of money, credit, and banking, with emphasis on the Federal Reserve System and current trends in monetary control. Students will gain a better understanding of the banking environment and bank managers' strategies. *Prerequisites: ECO 2030 and ECO 2050. Course is offered in the spring. Four credits.*

ECO 3400. Free Enterprise and Capitalism. An analysis of the merits and ethical foundations of free enterprise and capitalism. The principles of free enterprise will be applied to a variety of historical and current issues ranging from business regulation and labor markets to health care, economic development in the Third World, and the environment. *Prerequisites: ECO 2030 and ECO 2050. Course is offered in the spring. Four credits.*

ECO 3410. Environmental Economics. An economic analysis of issues involving environmental problems, management, and policies. Topics include resource scarcity and allocation, externalities, public goods, the tragedy of the commons and property rights. Regulatory versus market approaches as solutions to environmental problems will be examined and applied to current environmental policy issues. *Prerequisites: ECO 2030 or ECO 2050. Course is offered in 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. Four credits. [GS]*

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. Course is offered in the fall. Four credits. [GS]*

ECO 4444. Independent Study. Admission by permission of the Chair of Economics to undertake an assignment planned in advance. *One to four credits.*

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

ENT 2810. Dilemmas and Debates in Entrepreneurship. This course explores the different dilemmas entrepreneurs may encounter during business start-up. Each week will focus on a particular dilemma, such as 'the dilemma of partners,' 'the dilemma of starting a business out of school versus waiting,' 'the dilemma of debt versus equity,' and various ethical dilemmas. Students will engage closely with entrepreneurs in examining these issues. *Course is offered in the fall. Two credits.*

ENT 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

ENT 2900. Ideation and Creativity. This course provides exposure to opportunity recognition, ideation and creative problem-solving in entrepreneurship. It examines the types and sources of entrepreneurial opportunities and how to enhance one's ability to recognize opportunities. It explores the role of creativity throughout the entrepreneurship process, and how to understand and improve one's creative abilities. The course discusses the various contexts in which creativity can take place, such as in the start-up of new ventures, within a corporate setting, or within a family business. Creativity is approached as something that is measurable and can be enhanced. Students are required to discover multiple opportunities and practice creative problem-solving throughout the semester. *Course is offered in the fall. Four credits.*



ENT 3010. Business Plan Laboratory. This course is a hands-on laboratory for students who want to walk through the process of putting together a high-quality business plan. The purpose, logic, and audiences for a business plan are examined. Students learn how to critique an existing plan, and they are introduced to practical research tools and analytical approaches useful in working through the individual sections of their own business plans. *Course is offered in the spring. 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. Entrepreneurial Finance. 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. Course is offered in the spring. Four credits.*

ENT 3510. Corporate Entrepreneurship. An examination of entrepreneurship inside larger companies, including family businesses, this course explores obstacles to entrepreneurial behavior inside established firms and the reasons these obstacles exist. Entrepreneurship is approached as a source of sustainable competitive advantage in companies. The course assesses how firms can become faster, more flexible, more aggressive and more innovative in order to obtain and maintain a competitive edge. Students conduct an entrepreneurial audit of a mid-sized or large company. *Prerequisite: ENT 3023 (can be concurrent). Four credits.*



ENT 4220. Social Entrepreneurship. Social entrepreneurs are entrepreneurs who work for the social or public benefit, rather than simply to generate a financial profit. Social enterprises are mission-driven organizations that trade in goods and/or services for some defined social purpose. This course will provide an introduction to the field of study of social entrepreneurship, how to develop a “social” mindset, and discuss best practices of starting and growing successful mission-driven ventures. *Prerequisite: 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. *Prerequisite: 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.* Course is offered in the spring. 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 credit/no credit.*

FIN 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

FIN 3010. Financial Management. A study of principles of financing a business enterprise, with an emphasis on the modern corporation. Attention is given to the analyses of the major financial statements as a means to determine the present as well as predicting the future financial condition of a corporation. This information is explained in a cash flow framework in order to determine the value of a firm. The ability of the financial manager to measure and evaluate sources of capital is addressed. The process of using an investment banker to access proper markets, bond and/or stock, is reviewed. Attention is also given to the financial manager’s decision making role in the Capital Budgeting process. *Prerequisite: ACC 2010.* Four credits.

FIN 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 Securities. 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 Investments and Analysis. Investing in real estate includes the purchase of property directly as

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.

an individual or with other investors in the stock of publicly traded real estate companies. Specifically, students learn about residential properties, income producing properties, Real Estate Investment Trusts (REITs), and Real Estate Exchange Traded Funds (ETFs). Areas of study include market factors, risk-return tradeoff, valuation techniques, financial leverage, tax considerations, and financing alternatives. Excel is used extensively in the asset and security analyses. Additional software such as Argus will also be introduced and used for several analyses. *Prerequisite: FIN 3010 with a grade of C or higher, or permission of the instructor. Course is offered in the spring. Four credits.*

FIN 3035. Financial Derivatives. This course will introduce students to the basic theory of financial derivatives and their uses in risk management by corporations and individual investors. Emphasis will be on designing specific risk management strategies using financial derivatives such as options, futures, forward contracts, and swaps. Topics covered include the historical development and institutional features of the derivatives market, derivatives' pricing models, arbitrage conditions, and hedging strategies. *Prerequisite: FIN 3010 with a grade of C or higher, or permission of the instructor. Course is offered in the spring. Four credits.*

FIN 4030. Financial Analysis. This course reviews fundamental financial analysis with an emphasis on corporate budgeting and forecasting of financial data. The student will analyze corporate financial statements, create common-size and pro-forma statements, perform ratio analysis, and interpret the statement of cash flows. The student is exposed to break-even analysis and analyzes the bankruptcy potential of firms through the use of the Altman Z statistic. Students create detailed cash budgets used to forecast the potential need for funding. Statistical means of forecasting are introduced in the forms of Time Series Analysis and Regression Analysis. Excel is extensively used in all the financial 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 4444. Independent Study. Admission by permission of the Chair of Accounting and Finance to undertake an assignment planned in advance. *One to four credits.*

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



**MGT 2220. Principles of Management and Organizational Behavior.**

This course provides an introduction to management by emphasizing the role of human behavior in the work place. Discussions will focus on the complex relationships between individuals, groups, and organizations, and will include the traditional topics of planning, strategy, operations, and control, as well as more contemporary topics, such as ethics, diversity, decision making, motivation, leadership, culture, and human resources. A primary goal will be to relate management theory to real life examples in order to make its relevance obvious even to students who may lack exposure to, or experience in, a “real-life” management context. *Four credits.*

MGT 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

MGT 3200. Project Management. This course addresses concepts and issues important in effectively managing projects. Topics include project selection, project planning, negotiation, budgeting, scheduling, resource allocation, project control, project auditing, and project termination. Topics are viewed from a managerial perspective. Students completing this course will develop preliminary skills in the use of project management software. Also, successful students will develop the ability to apply learned concepts to real project environments. *Prerequisite: MGT 2220. Four credits.*

MGT 3220. Leadership. In this course students will critically examine all major theories of leadership through discussion of relevant research and practice. However, particular emphasis will be given to contemporary theories and their application to the study of current political, societal, and business leaders and the issues surrounding them. 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 3800. Cross-Cultural Management. This course focuses on the challenges and opportunities associated with organizational management in the global environment. Cross-Cultural Management is intended to be a foundational course for the undergraduate business student. Students will gain



a general overview of the process and effect of globalization in contemporary business, along with an introduction to theories, concepts and skills relevant to managing effectively in today's global environment. Students will be challenged to integrate knowledge they have gained from other business core courses and apply their accumulated knowledge to the international business landscape. *Prerequisite: MGT 2220. Four credits.*

MGT 4050. Global Logistics. This course addresses the physical supply, in-plant movement and storage, and physical distribution that comprise global logistics systems. Based on readings, class discussions, cases, and practice problems, students will be able to link logistical management decisions with the attainment of competitive priorities. While the primary focus is on handling products in a manufacturing context, the use of logistics in non-profit organizations and service industries will be discussed. *Prerequisites: MGT 2220 and MGT 3280. Four credits.*

MGT 4100. Human Resource Management. The purpose of this course is to review and analyze practices, trends, and problems of human resource management (HRM). Research shows that how managers implement and maintain HRM practices can impact organizational productivity, quality of work life, and profits. The goal of this course is to prepare the student to use HRM practices effectively. Topics include (but are not limited to): HRM strategy, employment planning, regulation, job analysis and design, performance assessment, recruitment and selection, training and development, employee relations, and compensation. *Prerequisite: MGT 2220. Four credits.*

MGT 4200. Change Management. This course is designed as a foundation course for all students. Students will be exposed to theories and practical examples of management and organizational behavior in the context of change. The focus of this course is on change management and is designed for all students regardless of their areas of professional specialization. The content of this course will meet the needs of those who would benefit from a framework for understanding the relationship between change management, organizational behavior, and organizational effectiveness. *Prerequisite: MGT 2220. Four credits.*

MGT 4444. Independent Study. Admission by permission of the Chair of Management and Entrepreneurship to undertake an assignment planned in advance. *One to four credits.*

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

MGT 4990. Strategic Management. The focus of this course is on the competitive strategy of the firm in both domestic and international settings. This course integrates skills and information from specialized business disciplines such as marketing, finance, accounting, and operations into an integrated decision making process. Students act in the role of key decision makers by analyzing data from the specialized business disciplines, determining the strategic position of the firm, and solving problems related to the development and maintenance of a firm's competitive advantage. Students develop an understanding of the key strategic issues through theoretical readings, and case study analysis (and/or simulations). *Prerequisites: Senior standing and FIN 3010 or simultaneous enrollment, or permission of instructor. Four credits.*

MKT 2110. Principles of Marketing. A study of basic commodities and manufactured goods from producer to consumer. Specific areas to be covered include consumer motivation, marketing research, marketing institutions, distribution, promotion and professional selling, product offering and pricing. *Four credits.*

MKT 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

MKT 3180. Marketing Communications. An in-depth analysis of the persuasive communications efforts of the firm to market its products. All aspects of the promotional blend (advertising, personal selling, sales promotion and publicity) will be explored as they relate to the objectives of the firm. *Prerequisite: MKT 2110 or COM 1110. 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. 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. *Prerequisite: 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. NOTE: Students who have previously taken MKT 3170 Sales Development or MKT 4360 Sales Management may not take MKT 3600. 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, or permission of the instructor. Course is offered in the spring. 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 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. Course is offered in the spring. Four credits.*

MKT 4370. Sales Leadership. This course introduces you to practical tools, cutting-edge concepts, and effective sales management models derived from faculty field and consulting experience, and current sales leadership

research. Through cases, group discussions, problem-solving exercises, computer-aided workshops, and interactive case presentations, you will explore various perspectives on what does and does not work—and why. *Prerequisites: junior standing, MKT 2110, and MKT 3600; or permission of instructor. Students who have previously taken MKT 3170 may not take MKT 4370. Course is offered in the spring. 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. Four credits.*

MKT 4444. Independent Study. Admission by permission of the Chair of Marketing to undertake an assignment planned in advance. *One to four credits.*

MKT 4500. Retail Selling. This course familiarizes students with the decisions involved in planning the retail strategy of a retail firm and the concepts and principles for making those decisions. While the course focuses on the retail industry including retailers of consumer services, the content of the course is useful for students interested in working for companies that interface with retailers such as manufacturers of consumer products or for students with a general management or entrepreneurial interest. *Prerequisites: junior standing, MKT 2110, and MKT 3600; OR permission of instructor. Course is offered in the spring. Four credits.*

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



The Nido R. Qubein School of Communication

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The Nido R. Qubein School of Communication—a community of more than 750 scholars and producers in 8 disciplines—prepares students to become industry and community leaders. Whether it's developing a campaign to improve community health, managing a sports venue, announcing an athletic event, or producing a video documentary, students in communication will prosper in an economy that values information, effective management of resources, and entertainment sharing. Our faculty, which includes Emmy and Fulbright winners, is 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 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 communication sequences 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, and Make-a-Wish Foundation, 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, and Boston University.

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 Communication or Documentary Media major.



Wilfred Tremblay, Ed.D.
Dean of the Nido R. Qubein School of Communication

“Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties.”

— John Milton



The Nido R. Qubein School of Communication

Dr. Wilfred Tremblay, *Dean*; Dr. Virginia McDermott, *Associate Dean*; Dr. Shannon Campbell, *Chair, Department of Journalism and Strategic Communication*; Dr. Stefan Hall, *Chair, Department of Media Production and Studies*; Ms. Kristina Bell; Dr. Vernon Biaett; Dr. Nahed Eltantawy; Dr. Katherine Fowkes; Mr. James Goodman; Dr. Linda Gretton; Dr. Bobby Hayes; Mr. Brian Heagney; Dr. Judy Isaksen; Dr. Sojung Kim; Mr. Bradley Lambert; Dr. Brandon Lenoir; Dr. Jenny Lukow; Dr. Patrick McConnell; Ms. Charisse McGhee-Lazarou; Mr. Joe Michaels; Mr. Robert Powell; Mr. David Radanovich; Dr. Dean C. Smith; Dr. Sean Stewart; Dr. James Trammell; Mr. Phil Watson; Dr. Yan Yang.

Students in the Communication program study a range of human and mediated communication theories and techniques. We focus on understanding audiences, how messages are disseminated, and how these messages help shape cultural identities, including their social, economic and political effects.

Mission Statement

The Nido 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

NQSC PROFESSIONAL VALUES AND COMPETENCIES

WE VALUE:

- **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**—Understanding how communication theory informs both research and best practices

Student Learning Outcomes for all Communication Majors

All Communication majors upon graduation will be able to:

1. Demonstrate an awareness of communication theories throughout the communication discipline.
2. Demonstrate competence in public speaking, presentation technology, and team building.
3. Demonstrate competence with basic audio, video and graphic production tools utilized in the communication industry by developing syntactically appropriate audience-centered products and productions.
4. Understand the ethical and legal issues informing communication in a democratic society.
5. Demonstrate proficiency in conducting and presenting library-based research on a communication topic.

Students majoring in communication are prepared for careers in advertising, game design, health communication, journalism, media production and public relations and have a solid foundation for further graduate study.

Media Fellows

Each year 16 outstanding incoming communication majors are granted membership into High Point University’s Media Fellows Program. Throughout this four year program, Media Fellows partake in real-world projects in a client/agency model, work together to develop and oversee unique research projects and travel domestically and internationally to examine trends in the media industry.

Degree Requirements

The School of Communication offers the B.A. degree in Communication and the B.A. degree in Documentary Media. To graduate from High Point University with these degrees, students must complete the following:

B.A. in Communication

Major Requirements	54 credits
University Core Requirements.....	50 credits
Electives	24 credits
TOTAL.....	128 credits

B.A. in Documentary Media

Major Requirements	40 credits
Minor Requirements	20-23 credits
University Core Requirements.....	50 credits
Electives	15-18 credits
TOTAL.....	128 credits

Consistent with ACEJMC accreditation standards, all communication majors must take 72 credits in courses that do not have the “COM” prefix.

Department of Media Production and Studies

Dr. Stefan Hall, *Chair*; Ms. Kristina Bell; Dr. Katherine Fowkes; Mr. James Goodman; Mr. Brian Heagney; Dr. Judy Isaksen; Mr. Bradley Lambert; Ms. Charisse McGhee-Lazarou; Mr. Joe Michaels; Mr. Robert Powell; Dr. James Trammell.

Concentration in Electronic Media Production (54 credits)

Upon successful completion of the Electronic Media Production Concentration at High Point University (2.0 GPA or better) students will:

1. Demonstrate industry standard competencies in all stages of video production.
2. Demonstrate proficiency with contemporary video production technologies, and a capacity to adapt to the changing media landscape.
3. Produce creative and compelling stories.
4. Understand how the history of broadcasting affects its industry, technology, and techniques today.
5. Assume an entry-level position in the electronic media industry, or attend graduate school in the study of electronic media.



Required Coursework

- COM 1110. Human Communication (4)
 COM 1111. Mediated Communication Systems (4)
 Internship, Travel Study*, Research/Creative Works or
 3000-level or above elective in
 concentration sequence (4)
 COM 2261, 2262, 2263, 2265, or 2285 Practicum (2)
 COM elective outside of major sequence, including special
 topics and independent study (4)
 COM 2001. Video Production I (4)
 COM 2011. Video Production II (4)
 COM 2241. Electronic Media History and Development (4)
 COM 4450. Communication Law and Ethics (4)
 COM 4451. Senior Production Experience (Capstone) (4)

Select one course from the following (4):

- COM 3311. Narrative Production (4)
 COM 3321. Audio Production II (4)
 COM 3331. Video Journalism (4)
 COM 3341. Sports Production I (4)

Select one course from the following (4):

- COM 2221. Audio Production I (4)
 COM 2231. Writing for Film and Electronic Media (4)
 COM 2881/3881/4881. Special Topics (4)
 COM/GDS 3361. Motion Graphics (4)
 COM 4444. Independent Study (4)

With the approval of their advisers, students must take eight credits of non-communication courses related to their sequence. These courses may count toward a minor or second major, but cannot be used to satisfy University core requirements.

*Communication-related travel study course or any course taken in another country not available at HPU.

Concentration in Game and Interactive Media Design (54 credits)

Upon successful completion of the Game and Interactive Media Design concentration at High Point University (2.0 GPA or better) students will:

1. Understand the historical trends in hardware and software development that contributed to, and continue to direct, the development of games and interactive media.
2. Apply theoretical understanding of game design principles including the balance of narratological and ludological elements.

3. Apply theoretical concepts in of collaborative design with awareness of the interrelation of genre, audience (player/user), and interactivity.
4. Synthesize major components of the game and interactive media design process by applying best theories and practices to game development.
5. Produce a portfolio of work that includes completed and prototyped games as well as other assets (e.g., concept documentation, scripts, character descriptions, models) related to game design.
6. Assume entry level positions in the game and interactive media design industries or attend graduate school in a related discipline.

Required Coursework

- COM 1110. Human Communication (4)
 COM 1111. Mediated Communication Systems (4)
 COM 2252. Theory and Design of Games (4)
 COM 2261, 2262, 2263, 2265, or 2285. Practicum (2)
 COM 3342. Theory and Criticism of Games (4)
 COM 3352. Game Development (4)
 COM 4450. Communication Law and Ethics (4)
 COM 4492. Collaborative Game Design and Development (Capstone) (4)
 Internship, Travel Study, *Research/Creative Works or
 3000-level or above elective in sequence (4)
 COM elective outside of sequence (4)

Select two courses from the following (8):

- COM 2222. Games and Society (4)
 COM 2272. Games Industries and Organizations (4)
 COM 2282. Players, Gamers, and Game Cultures (4)
 COM 2881, 3881, 4881. Special Topics (4)
 COM 3302. Narrative and Interactive Fiction (4)
 COM 3312. Principles and Practices of Interactivity (4)
 COM 3322. Character and User-interface Design (4)
 COM 3362. Puzzle, Obstacle, and Level Design (4)
 COM 4412. Digital Game Prototyping (4)
 COM 4432. 3D Modeling for Video Games (4)
 COM 4444. Independent Study (4)

With the approval of their advisers, students must take eight credits of non-communication courses related to their sequence. These courses may count toward a minor or second major, but cannot be used to satisfy University core requirements.

*Communication-related travel study course or any course taken in another country not available at HPU.

“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

Concentration in Media and Popular Culture Studies (54 credits)

Upon successful completion of the Media & Popular Culture Studies concentration at High Point University (2.0 GPA or better) students will:

1. Attain media literacy across a variety of mediated genres and formats by demonstrating competency of media theories and their relationship to media consumption.
2. Understand that the production of the rhetorical message is equal in value to the aesthetic message.
3. Understand the culturally persistent master narratives being told by media and popular culture and the values and ideologies embedded in those stories.
4. Understand the implications of current and historical media content and the industrial and market forces that influence that content.
5. Be critically conscious of the diversity our of culture and the ways in media and popular culture productions both reflect and construct our culture.
6. Be proficient at critical thinking, oral and written communication, conducting research, and synthesizing of a vast array material within media and popular culture studies for entry-level careers and graduate schools.

Required Coursework

COM 1110. Human Communication (4)
COM 1111. Mediated Communication Systems (4)
COM 2204. Media & Popular Culture (4)
COM 2261, 2262, 2263, 2265 or 2285. Practicum (2)
COM 4450. Communication Law and Ethics (4)
Internship, Travel Study, *Research/Creative Works or
3000-level or above elective in sequence (4)
COM elective outside of sequence (4)

Select five courses from the following (at least 1 course must be at the 4000-level and no more than two courses may be at the 2000-level):

COM 2234. Movies and Methods (4)
COM 2274. Women, Gender, and Culture (4)
COM 2881, 3881, 4881. Special Topics (4)
COM 3314. Visual Rhetoric and Design (4)
COM 3324. Myth and Media (4)
COM 3344. Black-American Voices: Stories & Sounds (4)
COM/SOA/WGS 3334. Media Representations: Race, Class, Gender (4)



COM 3354. History of Documentary Film (4)
COM 3364. Television: Texts and Contexts (4)
COM 3384. Hip Hop Culture (4)
COM 4414. Advertising & Ideologies: Consumer Culture (4)
COM 4424. Gender Speak (4)
COM 4444. Independent Study (4)

With the approval of their advisers, students must take eight credits of non-communication courses related to their sequence. These courses may count toward a minor or second major, but cannot be used to satisfy University core requirements.

*Communication-related travel study course or any course taken in another country not available at HPU.

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



Department of Journalism and Strategic Communication

Dr. Shannon Campbell, *Chair*; Dr. Virginia McDermott, *Associate Dean*; Dr. Nahed Eltantawy; Dr. Linda Gretton; Dr. Bobby Hayes; Dr. Sojung Kim; Dr. Brandon Lenoir; Mr. David Radanovich; Dr. Dean C. Smith; Dr. Sean Stewart; Mr. Phil Watson; Dr. Yan Yang.

Concentration in Journalism (54 credits)

Upon successful completion of the Journalism concentration at High Point University (2.0 GPA or better), 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 & TV stories that conform with broadcast style and to conduct proper fact-checking & investigative reporting.
3. Apply appropriate technologies to produce stories suitable for a convergent journalism environment, utilizing software such as Final Cut Pro, Photoshop, Audacity, InDesign, Soundslides, iMovie, Movie Maker as well as blogs and social media tools such as Twitter, Tumblr, YouTube, Instagram, etc.
4. Employ visual and audio equipment such as digital cameras, digital recorders, video cameras to produce broadcast and multimedia stories.
5. Apply principles of ethical journalism to analyze and produce stories that are accurate, fair, balanced and objective.

6. Conduct in-depth interviews with diverse sources and utilize online and database resources to produce print and online news stories and audio/video packages that are well-researched, engaging and reflective of community diversity.
7. Assume entry level positions in the convergent journalism industry or attend graduate school in a related discipline.

Required Coursework

COM 1110. Human Communication (4)
COM 1111. Mediated Communication Systems (4)
COM 2243. Convergent Journalism I (4)
COM 2261, 2262, 2263, 2265, or 2285 Practicum (2)
COM 3323. Copy Editing (4)
COM 4343. Convergent Journalism II (Capstone) (4)
COM 4450. Communication Law and Ethics (4)
Internship, Travel Study, *Research/Creative Works or
3000-level or above elective in sequence (4)
COM elective outside of sequence (4)

Select three courses from the following (12):

COM 2246. Sports Reporting (4)
COM 2283. Multimedia Storytelling (4)
COM 2881, 3881, 4881. Special Topics (4)
COM 3313. Feature Writing (4)
COM 3314. Visual Rhetoric and Design (4)
COM 3331. Video Journalism (4)
COM 3363. Opinion Writing (4)
COM 3373. Investigative Reporting (4)
COM 4443. Government & Public Affairs Reporting (4)
COM 4444. Independent Study (4)

With the approval of their advisers, students must take eight credits of non-communication courses related to their sequence. These courses may count toward a minor or second major, but cannot be used to satisfy University core requirements.

*Communication-related travel study course or any course taken in another country not available at HPU.

Concentration in Strategic Communication (54 credits)

Upon successful completion of the Strategic Communication Concentration at High Point University (2.0 GPA or better) 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 to a persuasive campaign targeted to a community-based entity.
6. Assume entry level positions in the strategic communication industries or attend graduate school in a related discipline.

Required Coursework

- COM 1110. Human Communication (4)
- COM 1111. Mediated Communication Systems (4)
- Internship, Travel Study*, Research/Creative Works or 3000-level or above elective in concentration sequence (4)
- COM 2225. Foundations of Strategic Communication (4)
- COM 2261, 2262, 2263, 2265, or 2285. Practicum (2)
- COM elective outside of major sequence, including special topics and independent study (4)
- COM 3385. Applied Research in Strategic Communication (4)

- COM 4415. Strategic Communication Campaign Management (Capstone) (4)
- COM 4450. Communication Law and Ethics (4)

One 4 credit elective (an additional course from below or a new elective course)

Select one course from the following (4):

- COM 3315. Strategic Message Development in Public Relations (4)
- COM 3325. Strategic Message Development in Advertising (4)
- COM 3335. Strategic Message Development in Health Communication (4)

Select one course from the following (4):

- COM 3365. Case Studies in Strategic Communication (4)
- COM 3375. Health Communication Campaign Analysis and Design (4)

With the approval of their advisers, students must take eight credits of non-communication courses related to their sequence. These courses may count toward a minor or second major but cannot be used to satisfy University core requirements.

*Communication-related travel study course or any course taken in another country not available at HPU.





Programs in Documentary Media, Sport Communication, and Sport and Event Management

Dr. Vernon Biaett; Mr. Bradley Lambert; Dr. Jenny Lukow;
Dr. Patrick McConnell.

Concentration in Sport Communication (54 credits)

Upon successful completion of the Sport Communication concentration at High Point University (2.0 GPA or better), students will:

1. Be effective communicators and storytellers (oral and written).
2. Be able to apply basic numerical and statistical concepts unique to sport.
3. Be able to demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
4. Be able to demonstrate an understanding of the history, economics and cultural significance of sport.
5. Be able to demonstrate an understanding of gender, race, ethnicity, sexual orientation, and, as appropriate, other forms of diversity in amateur and professional sport and the sport communication industry.
6. Be able to apply current tools and technologies appropriate for the sport communication industry, understanding the digital world and e-sports and demonstrating competence to operate equipment to produce field assignments.
7. Be aware of theoretical frameworks that apply to ethical dilemmas encountered in amateur and professional sport as well as the sport communication industry.
8. Be able to demonstrate an ability to work with clients.
9. Assume entry level positions in the sport communication industry or attend graduate school in a related discipline.



Required Coursework

- COM 1110. Human Communication (4)
- COM 1111. Mediated Communication Systems (4)
- COM 2001. Video Production (4)
- COM 2235. Public Relations Techniques (4)
- COM 2243. Convergent Journalism I (4)
- COM 2246. Sports Reporting (4)
- COM 2261. Radio Practicum (2) or COM 2262. Video Practicum (2) or COM 2263. Newspaper Practicum (2) or COM 2265. Practicum in Publicity Methods (2) or COM 2285 Practicum for Corporate Event Planning (2)
- One 3000-level or higher COM Elective within the Sport Communication Concentration or COM 4811. Student Internship (4)
- One COM elective outside the Sport Communication Concentration (4)
- COM 3006. Sports Broadcasting (4)
- COM 4450. Communication Law and Ethics (4)
- SMG 2100. Sport Marketing (4)
- SMG 3020. Sport in Society (4)

Select one course from the following:

- COM 3315. Strategic Message Development for Public Relations (4)
- COM 3341. Sports Production (4)
- COM 4006. Sports Reporting II (4)

Concentration in Sport & Event Management— Event Management Track (54 credits)

Upon successful completion of the Sport & Event Management concentration, Event Management Track at High Point University (2.0 GPA or better), 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.

Core Courses (20)

COM 1110. Human Communication (4)
 COM 1111. Mediated Communication Systems (4)
 SMG 3040. Sport Law (4)* **or** BUA 3050. Business Law (4)**
 COM 2225. Foundations of Strategic Communication **or**
 COM 3345. Social Media (4)
 SMG/EMG 4881. Internship (4) **or** Travel Study or Undergraduate Research

*For students following the Sport Management Track

**For students following the Event Management Track

Event Management Track (34 credits)

EMG 1200. Introduction to Event Management (4)
 EMG 2300. Event Operations (4)
 EMG/COM 2285. Practicum in Corporate Event Planning (2)
 EMG 3200. Event Marketing & Sponsorship (4)
 EMG 3400. The Rhetoric of Festivals and Events (4)
 EMG 4400. Senior Seminar in Event Management (Capstone) (4)
 SMG 3020. Sport in Society (4) **or** SMG/WGS 3030. Gender Issues in Sport (4)

Two courses selected from the following:

COM 2204. Media and Popular Culture (4)
 EMG 2881. Special Topics in Event Management (4)
 ACC 2010. Financial Accounting (4)
 MKT 2110. Principles of Marketing (4)
 MKT 3180. Marketing Communications (4)
 MKT 4100. Social media Marketing Strategy (4)
 MUS 3620. History of Pop Music (4)
 MGT 2220. Principles of Management and Organizational Behavior (4)
 MGT 3200. Project Management (4)
 MGT 3500. Service Management (4)
 NPL 1250. Nonprofit Organizations and the Voluntary Sector (4)
 NPL 3250. Program Design, Management, and Evaluation (4)

Concentration in Sport & Event Management— Sport Management Track (52 credits)

Upon successful completion of the Sport & Event Management concentration, Sport Management Track at High Point University (2.0 GPA or better), 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

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

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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; contemporary issues, problems, research, and theories will be reviewed, assessed, and critically analyzed.
9. Assume entry level positions in the sport management industry or attend graduate school in a related discipline.

Core Courses (20)

COM 1110. Human Communication (4)
COM 1111. Mediated Communication Systems (4)
SMG 3040. Sport Law (4)* or BUA 3050. Business Law (4)**
COM 2225. Foundations of Strategic Communication or
COM 3345. Social Media (4)
SMG/EMG 4881. Internship (4) or Travel Study or
Undergraduate Research

*For students following the Sport Management Track

**For students following the Event Management Track

Sport Management Track (32 credits)

SMG 1010. Introduction to Sport Management (4)
SMG 2100. Sport Marketing (4)
SMG 2200. Sport Facility Management (4)
SMG 3010. Governance of Sport Organizations (4)
SMG 3020. Sport in Society (4)
SMG/WGS 3030. Gender Issues in Sport (4)
SMG 4999. Senior Seminar in Sport Management (Capstone) (4)

One course selected from the following:

EMG 1200. Introduction to Event Management (4)
EMG 2881. Special Topics in Event Management (4)
EMG 3400. The Rhetoric of Festivals and Events (4)

Major in Documentary Media

Upon successful completion of the Documentary Media Major, students will:

1. Demonstrate an overall knowledge of the documentary tradition, including the historical and ideological forces surrounding and supporting its development (e.g., social, artistic, political, industrial).
2. Demonstrate critical understanding of the technological and creative processes involved in the creation of documentary works in a variety of media.
3. Make creative decisions that optimize the impact and cohesiveness of their documentary work.
4. Engage with multiple cultural perspectives.
5. Engage with representational and ethical issues surrounding interactions with the subjects of their documentary work.

Requirements for the B.A. in Documentary Media (60-63 credits)

Core Courses (24)

COM 2001. Video Production I (4)
COM 3354. History of Documentary Film(4)
DOC 3001. Documentary Production Experience (4)
DOC 4461. Senior Documentary Project I (Capstone) (2)
DOC 4471. Senior Documentary Project II (Capstone) (2)
ART 3081. Documenting the Community through Photography (4)
ART 3680. Digital Photography & Imaging (4)

Two courses selected from the following (8):

ART 2080. Darkroom Photography (4)
ART 4080. Advanced Photography (4)
COM 2221. Audio Production I (4)
COM 2243. Convergent Journalism I (4)
COM 2283. Multimedia Storytelling (4)
COM 3331. Video Journalism I (4)
COM 3373. Investigative Reporting (4)
COM/ART 3361. Motion Graphics (4)
ENG 3113. Writing Creative Non-Fiction (4)
ENG 4110. Digital Storytelling (4)
ENG 4113. Advanced Techniques in Creative Non-Fiction (4)

Two courses selected from the following (8):

HST 3901. History Detectives (4)
HST 3902. A lens on History (4)



- HST 3903. Public History (4)
- HST 3904. Oral History (4)
- SOA 3120. Ethnographic Studies (4)
- SOA 4010. Visual Sociology & Social Documentation (4)

NOTE: Students are encouraged to take one HST and one SOA, if course availability permits.

Required Minor (20-23)

To broaden their content knowledge, each Documentary Media major will be expected to select a minor related to their current or future documentary subject interests. Students should declare this minor by the time they complete 64 hours of total undergraduate coursework (typically the end of the sophomore year). Possible minors could include:

- Anthropology
- Art History
- Biology
- Chemistry
- Communication
- Computer Science
- Criminal Justice
- Dance
- Economics
- Educational Studies
- Entrepreneurship
- Environmental Studies
- Graphic Design
- Latin American Studies
- Literature
- Music
- History
- Philosophy
- Political Science
- Psychology
- Religion
- Sociology
- Women’s & Gender Studies
- Writing

Minors in the School of Communication

In the School of Communication, all minors demand the same intellectual participation and scholarly intensity as the major—students are just required to take fewer courses.

Minor in Communication (20 credits)

- COM 1110. Human Communication (4)
- COM 1111. Mediated Communication Systems (4)
- 12 credits of COM classes, at least 8 credits must be at 3000-level or above

Minor in Documentary Media (20 credits)

Two related production-focused courses (8):

- COM 2001. Video Production I (4)
- DOC 3001. Documentary Production Experience (4)

or

- ART 3081. Documenting the Community through Photography (4)
- ART 3680. Digital Photography & Imaging (4)

Two courses selected from the following (8):

- COM 3354. History of Documentary Film (4)
- HST 3901. History Detectives (4)
- HST 3902. A Lens on History (4)
- HST 3903. Public History (4)
- HST 3904. Oral History (4)
- SOA 3120. Ethnographic Studies (4)
- SOA 4010. Visual Sociology and Social Documentation (4)

One course selected from the following (4):

- ART 2080. Darkroom Photography (4)
- ART 4080. Advanced Photography (4)
- COM 2221. Audio Production I (4)
- COM 2243. Convergent Journalism I (4)
- COM 2283. Multimedia Storytelling (4)
- COM 3331. Video Journalism I (4)
- COM 3373. Investigative Reporting (4)
- COM/ART 3361. Motion Graphics (4)
- ENG 3113. Writing Creative Non-Fiction (4)
- ENG 4110. Digital Storytelling (4)
- ENG 4113. Advanced Techniques in Creative Non-Fiction (4)

Students may also select any of the courses listed in the two sections above not already taken to fulfill requirements in those sections.

Minor in Event Management (20 credits)

- EMG 1200. Introduction to Event Management (4)
- EMG 2300. Event Operations (4)
- EMG 3200. Event Marketing & Sponsorship (4)
- EMG/COM. 3400 The Rhetoric of Festivals and Events (4)

Select one of following. (Cannot be used for major or minor without permission from the Dean.)

- ACC 2010. Financial Accounting (4)
- COM 2235. Public Relations Techniques (4)
- HRE 1550. Human Relations and Interpersonal Dynamics (4)
- HRE 3550. Project Development and Management (4)
- NPL 3250. Program Design, Management, and Evaluation (4)
- EMG 4811. Internship in Event Management (4)

Minor in Sport Management (20 credits)

- SMG 1010. Introduction to Sport Management (4)

Choose four courses from the following (16):

- SMG 2100. Sport Marketing (4)
- SMG 2200. Sport Facility Management (4)
- SMG 3010. Governance of Sport Organizations (4)



SMG 3020. Sport in Society (4)
 SMG/WGS 3030. Gender Issues in Sport (4)
 SMG 3040. Sport Law (4)

While Sport Management minors may not count SMG 4811 (Sport Management Internship) towards the minor, the internship is nevertheless strongly encouraged.

B.A. to M.A. Program in Strategic Communication

The B.A. to M.A. program in Strategic Communication is a selective and demanding option that allows students pursuing a B.A. degree at High Point University to complete both an undergraduate degree in Communication and a master's degree in Strategic Communication within a five-year time frame. While students are in the process of completing their undergraduate major, they can apply for admission into the program in their junior year, begin taking prescribed graduate-level classes in their senior year, and complete their M.A. in their 5th year. Students can focus on health communication, political communication campaigns, or public relations and work one-on-one with a faculty mentor to develop their own campaign. For students in the B.A. to M.A. program, three of the M.A.-level courses (9 credits) taken during the senior undergraduate year will be counted toward the requirements of both the bachelor's and master's degrees.

Course Descriptions

COM 1000. Digital Portfolio I. Students complete the first iteration of their digital portfolio. *Corequisite: Course must be taken at the same time as COM 1111. Graded Credit/No Credit. The course is a zero-credit course.*

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 1111. Mediated Communication Systems. 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, video, and graphic software packages. Students begin a digital portfolio. *Corequisite: COM 1000. Four 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. Video Production I. As an introductory-level video production class, COM 2001 centers on basic techniques of studio and field productions. Students will cover pre-production, production, and post-production skills through hands-on exercises. The class will particularly emphasize basic directing, editing, shooting, audio, and lighting techniques. These skills will prepare students for successful completion of COM 2011 and other upper-level video classes. *Four credits.*

COM 2011. Video Production II. Students apply the technical skills learned in Video Production I toward productions that exercise their directing skills, particularly communicating information visually to the audience. Students produce, write, shoot, and edit field and multi-camera assignments. *Prerequisite: COM 2001. 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 theoretic analysis in both oral and written expression. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

COM 2221. Audio Production I. A study of the principles and techniques of audio production. Practice in creating original programs. *Lab time required. Four credits.*

COM 2222. Games and Society. Focuses on the cultural impact of games by examining the history of games and contemporary issues including the relationship between games and violence, representation of race, gender, and sexuality, and the serious games movement. Students are required to attend a series of movie screenings and discussion sessions outside of class. *Four credits.*

COM 2225. Foundations of Strategic Communication. This course introduces students to the field of strategic communication and draws on traditional areas such as public relations and advertising, as well as some of the emerging internet-based communication technologies. Strategic communication consists of those communication tactics and strategies that are intended to help an organization or client accomplish its mission and goals. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

COM 2231. Writing for Film and the Electronic Media. 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.*

COM 2234. Movies and Methods. 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 2235. Public Relations Techniques. This course introduces students to the role public relations plays in helping nonprofit organizations achieve their goals. Emphasis is placed on the execution of various public relations tactics commonly used by nonprofit organizations. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

COM 2241. Electronic Media History and Development. This class is a survey of the radio and television industries, with an emphasis on their formation, growth, and change. The course examines the historical development of broadcasting, as well as its political, social, and economic impact. The class also examines broadcasting principles, tools, and skills. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

COM 2243. Convergent Journalism I. Convergent Journalism I is an introductory writing course in the field of journalism designed to introduce students to the basic principles and techniques of news writing and reporting in a converged media society. Students will learn the necessary writing skills for various media; journalistic skills as well as ethics in journalism. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

COM 2246. Sports Reporting. Techniques of researching and writing the sports story. Emphasis on issues of race and gender; hero worship and sportsmanship, and an ethical examination of what sports journalists do and why they do it. *Prerequisite: COM 2243. Four credits.*

COM 2252. Theory and Design of Games. Introduction to critical/cultural studies approaches to game studies,

“Curiosity is one of the most permanent and certain characteristics of a vigorous intellect.”

– Samuel Johnson

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including rhetorical, ludological, and cybernetic criticism. The contributions of literature, film, and theatre to the study of games are also examined. Students will also gain extensive experience with and be exposed to close readings of canonical games. A research paper engaging the theory or criticism of games is required. *Four credits.*

COM 2261. Radio Practicum. Practical application of theory from Communication courses in work for the campus radio station. *Course is graded on a Pass/Fail basis. Course may be repeated once. Two credits.*

COM 2262. Video Practicum. Practical application of theory from Communication courses in work for University and School video production projects. *Course is graded on a Pass/Fail basis. Course may be repeated once. Prerequisite: COM 2001. Two credits.*

COM 2263. Newspaper Practicum. Practical application of theory from Communication courses in work for the campus newspaper. *Prerequisite: COM 2243. Course is graded on a Pass/Fail basis. Course may be repeated once. Two credits.*

COM 2265. Practicum in Publicity Methods. This course introduces students to the use of basic publicity methods, e.g., news releases, public service announcement, media alerts, forms of social media, etc. through the development of such tactics for on-campus clients and local non-profit organizations. *Course is graded on a Pass/Fail basis. Course may be repeated once. Prerequisite: COM 2225 or COM 2235. Two credits.*

COM 2267/IDS 2255. Survey Research Center

Practicum. An interdisciplinary introduction to survey research methodology that provides students with hands-on experience conducting phone-based surveys as an interviewer in High Point University’s Survey Research Center. Students will receive training in research ethics and interviewing skills, as well as obtain experience designing, collecting, and analyzing surveys. *Options: Two credits or one credit. Can be repeated for one credit, up to 3 semesters.*

COM 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.*

COM/WGS/SOA 2274. Women, Gender, and Culture.

This course is an interdisciplinary survey of the historical and contemporary practices and perspectives of women’s studies in America, exploring the range of voices from our forefathers of past decades to young females today. We will question systems of oppression, differences, and hierarchies; look at the interactions of sexuality and power; examine the social construction of gender; explore the performative aspect of gender; delve into women’s connection to both high and popular culture; and analyze the ways in which our society inscribes gender on our physical bodies. Attention will also be given to various situations of women outside of the United States. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

COM 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.*

COM 2283. Multimedia Storytelling. Introduction to multimedia skills and applying them to produce more effective Web-based stories. Skills include photography; audio and video slideshows; audio and video editing. *Prerequisite: COM 2243. Four credits.*



COM 2284. Sit Coms, Reality TV, & Beyond. This course is designed to provide an understanding of television from its historical roots to its role in a converged media environment. In addition to studying industry practices (including programming and ratings), students will examine a variety of television texts, including advertisements. Students will learn about the formal and structural qualities of different television genres and will employ a number of theories to analyze television's role in society. This class will revisit ideas and theories introduced in COM 2204 Media and Popular Culture, further investigating the many ways in which media influence our lives and shape our culture. *Prerequisite:* ENG 1102 or ENG 1103, or permission of the instructor. Four credits.

COM 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

COM 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. *Prerequisite:* COM 2001 or permission of instructor. Four credits.

COM 3302. Narrative and Interactive Fiction. Examines the role of story in the theory, design, and scripting of games. Students will craft game narratives using commercial game editing software and scripting language. *Prerequisite:* COM 2252. Four credits.

COM 3311. Narrative Production. Students explore, and develop a deeper understanding of each stage of video production, with particular emphasis on techniques used for lighting, sound, camera, and editing. To this end, students will exercise their skills through a variety of hands-on location productions, editing assignments, and a critical essay. *Prerequisite:* COM 2011. Four credits.

COM 3312. Principles and Practices of Interactivity. Examines forms of interactivity in games and other media. Typologies of interaction and rhetorics of interactive media. Students will gain first-hand experience using, manipulating, and modifying various games and interactive media. *Prerequisite:* COM 2252. Four credits.

COM 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 COM 2243. Four credits.

COM 3314. Visual Rhetoric and Design. An analysis of the ways that visual images and messages shape our understanding and relationships, with an emphasis on the study and application of various components of web development: invention, style, audience, technology, design, aesthetics, and rhetorical messages. *Prerequisite:* COM 1111. Four credits.

COM 3315. Strategic Message Development for Public Relations. This course introduces students to the development of messages communicated through various public relations discourse forms such as fact sheets, news releases, public service announcements, video news releases, brochures, newsletters, e-newsletters, and contemporary forms of social media. *Prerequisites:* COM 1110 and COM 1111; and COM 2225 or 2235. Four credits.

COM 3321. Audio Production II. This class builds on the basic audio production skills covered in COM 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:* COM 2221. Four credits.

COM 3322. Character and User-Interface Design. Students will gain knowledge of the representational and interactive implications of character design. The relationship between character, story, and gameplay are examined. Historical and contemporary user input devices and UI are surveyed. Students will design compelling characters for a variety of game types and modify (mod) user interfaces. *Prerequisite:* COM 2252. Four credits.

COM 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:* COM 2243. Four credits.

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. *Prerequisites:* Junior standing or permission of the instructor. Four credits.

COM 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 1110, COM 1111, and COM 2225. Four credits.

COM 3331. Video Journalism. This class builds on the technical and creative video production techniques taught in COM 2011 with a specific focus on broadcast news. Students further explore, and develop a deeper understanding of, each stage of video production, including lighting, sound, camera techniques, editing, and storytelling. To this end, students will exercise their skills through hands-on field productions and editing assignments related to the production skills in the broadcast journalism industry. Students are expected to have a basic working knowledge of video production upon entering the class. *Prerequisite:* COM 2001 or COM 2243. Four credits.

COM/SOA/WGS 3334. Media Representations: Race, Class, Gender. This course is a critical and theoretical study of the assumptions and representations of mainstream media—advertising, music, film, television, comics and animation—through the lenses of gender, race, ethnicity, whiteness, sexuality, age, and ability, considering media content as well as media production and audience reception. *Prerequisite:* COM 2204 or permission of the instructor. Four credits.

COM 3335. Strategic Message Development in 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 1110, COM 1111, and COM 2225. Four credits.

COM 3341. Sports Production. This class builds on the technical and creative video production techniques taught in COM 2011 with a specific focus on sports production. 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 sports broadcasting industry. Students will also compose a critical essay related to sports broadcasting. Students are expected to have a basic working knowledge of video production upon entering the class. *Prerequisite:* COM 2011. Four credits.

COM 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.

COM/SOA 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.

COM 3345. Social Media. This course examines the use of existing and emerging social media platforms and how they are changing the ways in which individuals and organizations communicate and build relationships. Students will engage the course content through selected readings, reflective essays, case studies and analyses of social media issues and platforms. *Prerequisite:* Junior standing. Four credits.

COM 3352. Game Development. Overview of the game development process from conception to the publisher. The shift from author to team-based development and the roles and responsibilities of team members is stressed. Students will collaborate on the design and preliminary work-up of a game and pitch their projects to a publisher. *Prerequisite:* COM 2252. Four credits.

COM 3354. History of Documentary Film. This course explores the history of documentary film and examines documentaries' role in both reflecting and shaping the history of their time. In essays and class discussions, students will examine how and why documentary filmmakers make their films, how documentaries fit into their historical moment, and how filmmakers use conventions and artistry as tools of persuasion. *Prerequisite:* ENG 1102 or ENG 1103. Four credits.

COM/GDS 3361. Motion Graphics. This course focuses on the theory and practice of motion graphic design. Students will learn to create effective, efficient, and dynamic motion graphics for use in motion pictures, broadcast media and the web. Class time will be divided between screenings, discussions, exercises and lab time. *Prerequisites: COM 1110 or ART 2050. Four credits.*

COM 3362. Puzzle, Obstacle, and Level Design. Introduces principles and practices involved in creating compelling interactive experiences. Students will craft a series of puzzles and scenarios for non-digital games and design multiple levels for a digital game using commercial game modifying software and scripting language. *Prerequisite: COM 2252. Four credits.*

COM 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: COM 2243. Four credits.*

COM 3365. Case Studies in Strategic Communication. 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. *Prerequisites: COM 1110 and COM 2225. Four credits.*

COM 3373. Investigative Reporting. This course explores how to conduct investigative and in-depth reporting. Course teaches students how to go beyond the day-to-day newsroom journalism to bring context and meaning to stories. Emphasis on improving a journalist's credibility and accuracy through the use of documents and databases; effective interviewing, and fieldwork. *Prerequisite: COM 2243. Four credits.*

COM/GBS/WGS 3374. Global Media Representation of Women. This course examines theoretical as well as key issues on global media representations of women. Topics include the nature of media and how it creates and challenges stereotypes, as well as its exclusionary representation. We will examine women's portrayals in media forms that include: television, print and online media, music videos, advertisements, videogames, etc. We will also examine the work of women in the industry.

Prerequisites: ENG 1102 or ENG 1103, and junior standing. Four credits. [GS]

COM 3375. Health Communication Campaign Analysis and Design. This course focuses on the role communication plays in the prevention of illness, the promotion of health, and the maintenance of healthy living. We will examine the ways health communication campaigns are designed, implemented, and evaluated, describing the critical role of communication research throughout the campaign process. The course cuts across multiple levels of communication, different communication channels, and the use of diverse communication media and technologies. The health communication course will focus on communication strategies and interventions at four distinct levels: (1) targeted messages at the individual level; (2) social marketing at the community level; (3) public advocacy at the policy level; and (4) media campaigns at the population level. *Prerequisite: COM 2225 or COM 2235. Four credits.*

COM 3384. Hip Hop Culture. A theoretical exploration of the social impact and cultural contributions of hip hop. Emphasis is given to its intersection with race, gender, sexuality, nationality, economics, and politics as well as its rhetorical roots. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

COM 3385. Applied Research in Strategic Communication. This course introduces students to research methods commonly used 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. *Prerequisites: COM 1110 and COM 2225. Service Learning sections available. Four credits.*

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 artis/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. *Prerequisite: ENG 1102 or ENG 1103. Four credits.*

COM 4000. Digital Portfolio II. Students complete the final iteration of their digital portfolio during the semester they are enrolled in their communication sequence's capstone class.

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Corequisite: Course must be taken at the same time as COM 4451, COM 4492, COM 4343, COM 4414, COM 4424, or similar 4000-level course ending in "4" or COM 4415. Graded Credit/No Credit. This is a zero-credit course.

COM 4006. Advanced Sports Reporting. This class focuses on the techniques of acquiring and presenting sports stories in a range of media. This course will require on- and off-campus assignments and work with a variety of different media including print, audio, video and online-based systems. *Prerequisites: COM 1111, COM 2243, or COM 2246, or permission of instructor. Four credits.*

COM 4343. Convergent Journalism II (Capstone). Building on skills acquired in COM 2243, this class focuses on the techniques of news gathering, interviewing, reporting and journalistic writing in a convergent media environment. Professionalism is emphasized; Students should think of themselves as reporters and the instructor as their editor. *Prerequisites: COM 2243 and COM 3323. Corequisite: COM 4000. Four credits.*

COM 4412. Digital Game Prototyping. Students learn to make prototypes for digital games using non-digital and digital methods. The process of game testing and the role of prototyping in the game development process are examined. Students will learn to use Action Script to create animation and interaction for digital game prototypes using the Macromedia Flash Player. *Prerequisite: COM 2252. Four credits.*

COM 4414. Advertising & 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. *Corequisite: COM 4000. Prerequisites: Junior standing or permission of the instructor. Four credits.*

COM 4415. Strategic Communication Campaign Management (Capstone). 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. *Co-requisite: COM 4000. Prerequisites: COM 3365 or 3375; COM 3315 or 3325 or 3335. Four credits.*

WGS/COM/SOA 4424. Gender Speak (Capstone). 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. *Corequisite: COM 4000. Prerequisites: Junior standing or permission of the instructor. Four credits.*

COM 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.*

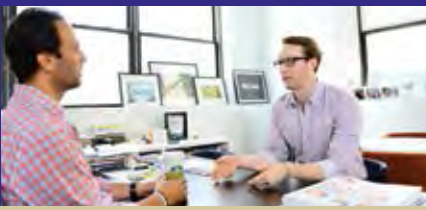
COM 4443. Government & Public Affairs Reporting. Concentrated analysis and reporting in special fields, including coverage of government, public policy issues as well as business, labor, arts and sciences. *Prerequisite: COM 2243. Four credits.*

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

COM 4450. Communication Law and Ethics. Study of law as applied to the mass media with particular emphasis on freedom of information, libel, privacy, contempt and copyright regulations. Includes detailed examination of ethical dilemmas in the media industries and various codes and procedures adopted to address these problems. *Prerequisite: Senior standing. Four credits.*

COM 4451. Senior Production Experience (Capstone). 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 3311 or COM 3321 or COM 3331 or COM 3341 or permission of the instructor. Corequisite: COM 4000. Four credits.*

COM 4492. Collaborative Game Design and Development (Capstone). Capstone experience in the Game and Interactive Media Design sequence. In teams,



students will work across and outside of typical production roles in order to design, prototype, and iterate a digital game. *Corequisite: COM 4000. Prerequisites: Senior standing and COM 3352. Four credits.*

COM 4500. Communication Business Development.

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, COM 1110, and COM 1111.*

COM 4811. Student Internship. Students will participate in internships related to their sequence and have a 2.3 overall GPA, a 2.5 GPA in communication courses, and a minimum of 16 credits in communication, including an introductory course in the student's sequence and an advanced level course. The student must complete 160 clock hours at the site. *Prerequisites: Junior standing, COM 1110 and COM 1111. Four credits.*

COM 4816. Internship. Eligible students will participate in a second internship related to their sequence and have a 2.3 overall GPA, a 2.5 GPA in communication courses, and a minimum of 16 credits in communication, including an introductory course in the student's sequence and an advanced level course. Student must have successfully completed COM 4811. The student must complete 80 clock hours at the site. *Prerequisite: COM 4811 and consent of instructor. Two credits.*

COM 4996. Strategic Communication Theories, Practices, and Ethics. Open only to students accepted into the B.A. to M.A. program in Communication. *Prerequisite: Permission of the Graduate Director and instructor. Three credits.*

COM 4997. Persuasion and Media Effects. Open only to students accepted into the B.A. to M.A. program in Communication. *Prerequisite: Permission of the Graduate Director and instructor. Three credits.*

COM 4998. Research Methods. Open only to students accepted into the B.A. to M.A. program in Communication. *Prerequisite: Permission of the Graduate Director and instructor. Three credits.*

DOC 3001. Documentary Production Experience. This course will provide students with a framework for production off various documentary styles. The class will

collaborate on a semester-long multimedia documentary project, working in groups to create short audio/video documentaries on related topics that will be showcased on a class website. Students will gain experience in all aspects of documentary production, including story development, research, interviewing, shooting, sound design, and editing. Students will be encouraged to pursue topics that explore the documentary form's potential as a tool for social change. *Prerequisite: COM 2001. Four credits.*

DOC 4461/4471. Senior Documentary Project

(Capstone). This course will represent the culmination of a student's documentary experience at HPU. Over the course off two semesters (2 credits in the fall, 2 credits in the spring), the student will conceive and produce an original documentary project on a subject and in a medium of his/her choosing (photo, video, audio, transmedia, etc.). The student will research and develop a project proposal in the fall semester and will produce the project in the spring. *Prerequisite: COM 3001. Two credits for each course.*

EMG 1200. Introduction to Event Management.

This course familiarizes students with the field of event management using a conceptual framework developed through definitions, models, and case studies. The primary focus of study centers on the formulation of event management strategies across a diverse typology, with special emphasis on the planning, development, and production of events. Topics include historical foundations, project management, staff/volunteer management, sponsorship, marketing, stakeholder relations, customer service, basic operations, economic impact, and creative program planning. Opportunities for experiential fieldwork in on- and off-campus events will be an element of the course. *Four credits.*

EMG/COM 2285. Practicum in Event Management. This course allows students to put the basic elements of event program planning into practice in a real-world setting through strategic communication with an on-campus client (event producer) and the client's stakeholders. Students will have the opportunity to be part of the planning, preparation, and execution of either a single or multiple events (depending on the client) and play a significant role in the event(s) success. *Prerequisite: EMG 1200. Graded Pass/Fail. Two credits.*

EMG 2300. Event Operations. This course delves deeply into the many operational aspects of event management. Topics include legal issues, risk management, site design, budget/financial controls, revenue generation, safety/security, sustainability, vendor coordination, attendance/



crowd management, accessibility, facilities and equipment, traffic and parking control, permitting, and basic fireworks. Special attention will be paid to the concepts of service mapping/blueprinting for ensuring the success of an event. Opportunities for experiential fieldwork in on- and off-campus events will be an element of the course. *Prerequisite: EMG 1200. Four credits.*

EMG 3200. Event Marketing & Sponsorship. This course focuses on event marketing and sponsorship in terms of media design and its relationship to production design and experience design as the three building blocks of modern event management. A conceptual framework will review traditional marketing practices for students without a marketing background while introducing the experiential and facilitating components used in event marketing and their extension to event sponsorship. There will be emphasis on examples and case studies that spotlight marketing and sponsorship best practices and success. The student will learn how to formulate event management marketing and sponsorship strategies that are customer-centered experiences. Stakeholder theory and the process of exchanging event benefits for sponsor's assets will be a specific focus of study. Other topics will include particle markets, concepts of infusion and enhancement, tangible and intangible property, and the strategic creation, selling, and servicing of sponsorship deals. *Prerequisite: EMG 1200. Four credits.*

EMG/COM 3400. The Rhetoric of Festivals and Events. Rhetorical analysis of theory related to creating event experiences is useful in understanding the role and significance of festivity, its leadership implications, and especially in examining how community building arises from the creative collaboration of stakeholders. Through the examination of multiple strategies, including Blue Ocean, Flow, PX Theory, Elan Vital, Turbulence, and Kaizen, across the spectrum of anticipation, participation, and reflection, students will learn various ways to create a better event experience. Students will also be introduced to and employ qualitative participant observation techniques to research the behavioral experiences of event attendees. *Prerequisite: EMG 1200. Four credits.*

EMG 4400. Senior Seminar in Event Management (Capstone). 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 4811. Internship in Event Management. Students must meet the university and School of Communication criteria to perform an internship for academic credit in the field of Event Management. *Prerequisites: EMG 1200 and EMG 2300. Variable 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 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 2200. Sport Facility Management. This course develops a student's understanding of the competencies necessary to manage and operate professional, collegiate, public and private sport/event facilities. Sample topics include construction, public subsidies, risk management, contracts, scheduling, box office management, crowd control, security, human resources management, concessions, and evacuation plans. This course provides students with an in-depth analysis of the unique challenges and opportunities that are routinely faced by a business manager in the context of events at sport and entertainment venues. *Four credits.*

SMG 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

SMG 3010. Governance of Sport Organizations. This course is designed to develop a student's understanding of

various governing bodies in professional and amateur sport. An examination of the dynamics of sport organizations will occur as they relate to mission, strategic planning, and the development of human resources. Students will be exposed to how policy in educational, non-profit, professional, and international sports is developed. *Prerequisite: Junior standing. 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 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. Sport Management Internship. Students will participate in an internship related to sport management. To be eligible, students must have at least a 2.3 overall GPA, a 2.5 GPA in Sport and Event Management courses, and a minimum of 16 credits from the Sport and Event Management concentration, including an introductory course in SMG and an advanced-level SMG course. *Prerequisite: Junior standing. Four credits.*

SMG 4816. Internship. Eligible students will participate in a second internship related to sport management. To be eligible, students must have at least a 2.3 overall GPA, a 2.5 GPA in Sport and Event Management courses, and a minimum of 16 credits from the Sport and Event Management concentration, including an introductory course in SMG and an advanced-level SMG course. *Prerequisite: Junior standing Four credits.*

SMG 4999. Senior Seminar in Sport Management (Capstone). This is a course that will allow for students to critically examine important problems and issues in the field of sport management through the application of the knowledge they have learned from the other required sport management courses. This course will also provide the opportunity for students to refine their research and writing skills through the development of a thorough literature review or similar research-related assignment. *Prerequisite: Junior or senior standing, SMG 1010. Four credits.*



The School of Education

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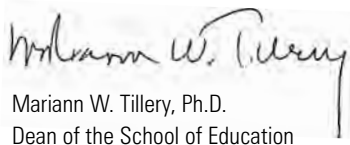
In keeping with North Carolina's mission to produce globally competitive 21st century students, the School of Education is pleased to offer programs of study that reflect the latest research on best practices in teaching. To meet this goal, our undergraduate and graduate courses focus on the new Common Core State and N.C. Essential Standards, technology, and interdisciplinary curriculum. Students enrolling in the Educator Preparation programs at HPU may choose from among many opportunities including service learning, undergraduate research and creative work, and B.A. to M.Ed. advanced programs of study in STEM and literacy.

All of the the Educator Preparation programs at High Point University are approved by the North Carolina Department of Public Instruction (DPI) and the National Council for the Accreditation of Teacher Education (NCATE). 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.

We are extremely fortunate to be housed in a brand new LEED-Certified facility which includes an expansive Teacher-Resource Center, a simulated elementary classroom methods lab and \$250,000 of state-of-the-art technology. In the fall of 2012 the School of Education started the university's first doctoral degree program in Educational Leadership. This innovative program focuses on the development of transformational district-level leaders who are engaged in solving problems of practice.

To obtain more information about our undergraduate or graduate programs, please feel free to visit the School of Education and meet with any one of our faculty or staff.




Mariann W. Tillery, Ph.D.
Dean of the School of Education



School of Education

Dr. Mariann Tillery, *Dean*; Dr. Barbara Leonard, *Associate Dean*; Dr. Shirley Disseler, *Chair, Department of Elementary and Middle Grades Education*; Dr. Tom Albritton, *Chair, Department of Professional Education & Leadership Studies*; Dr. Sarah Vess, *Chair, Department of Specialized Curriculum & Instructional Technology*; Mrs. Deborah Albert; Dr. Tawannah Allen; Dr. Martie Bell; Dr. Jane Bowser; Dr. Leslie Cavendish; Dr. James Davis; Dr. Theresa Hegedus; Dr. Dustin Johnson; Dr. Barbara Mallory; Dr. Don Martin; Dr. Rick Overstreet; Ms. Teresa Owens; Dr. Heidi Summey; Mrs. Rosemarie Tarara.

The School of Education has adopted the following objectives:

1. To provide an Educator Preparation Program that allows candidates the experiences needed to become 21st century professionals.
2. To facilitate the the Educator Preparation candidate's acquisition of the 21st century knowledge, skills, and dispositions needed to produce globally competitive P–12 students.
3. To help prospective teachers to develop the leadership skills needed to effectively collaborate, facilitate change and innovation, and make informed decisions which impact student success.
4. To promote the the Educator Preparation candidate's understanding of how to develop a learning environment that is nurturing, inclusive, healthy, and safe.
5. To coordinate professional education experiences which lead to the the Educator Preparation candidate's acquisition of skills to deliver 21st century content in a 21st century context with 21st century tools.

Conceptual Framework

The teacher as leader for learners in a global world reflects an intention to create a learning environment in which teacher candidates become reflective practitioners who collaborate and lead in their classrooms and schools for the purpose of preparing students to meet the challenges of a global society. The Educator Preparation Program at High Point University seek to prepare teacher candidates in the 21st century who possess knowledge of the learner which in

turn leads to the facilitation of the 21st century skills needed by P–12 students to critically think, problem solve, utilize technology, communicate, and collaborate.

The Educator Preparation Program at High Point University have been approved by the National Council for the accreditation of Teacher Education (NCATE) 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. Earn a grade of C or higher in all required supporting courses for the education major;
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 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 School of Education;
8. Provide documentation of a clear criminal records check in order to participate in teacher education required fieldwork in local public school districts.

"I have been so impressed by the quality of education that the students are receiving at High Point University and how well-prepared they are when they come to the classroom!"

—Mrs. Kathleen L. Gracz
3rd Grade Teacher, Florence Elementary School

To be retained in the program, a student must:

1. Maintain a minimum GPA of 3.00; Note: When a student's GPA drops below 3.00, he/she automatically will be dropped from the program. The student must then re-apply when the 3.00 GPA is re-achieved. Upon re-application, all students will be required to be interviewed by the Teacher Education Council, unless waived by the Dean of the School of Education;
2. Attain a GPA of 3.00 prior to enrolling in EDU 4230, EDU 4240, EDU 4250, EDU 4260, and EDU 4270;
3. Attain a GPA of 3.00 at the completion of the degree program or Educator Preparation Program;
4. Earn a grade of C or higher in all required education courses and required supporting courses in the education major.

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 School of Education will also review the student's transcript to determine the appropriate course of study.

Degree Requirements

The School of Education offers the B.A. degree in Elementary Education, the B.A. degree in Middle Grades Education, the B.A. degree in Special Education, and the B.A. degree in Health and Physical Education. To graduate from High Point University with these degrees, students must complete the following:

B.A. in Elementary Education

Major Requirements	61 credits
University Core Requirements.....	50 credits
Electives	17 credits
TOTAL	128 credits



“High Point University has forever shaped my life and has prepared me for what I will do for the rest of my life, to be an educator.”

—Mr. Michael Byrnes (Class of 2013)

B.A. in Middle Grades Education

Major Requirements	45 credits
Required Supporting Courses.....	36–44 credits
University Core Requirements.....	50 credits
Electives	0 credits
TOTAL	129–137 credits

B.A. in Special Education

Major Requirements	69 credits
University Core Requirements.....	50 credits
Electives	10 credits
TOTAL	128 credits

B.A. in Health and Physical Education

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

Department of Elementary and Middle Grades Education

Dr. Shirley Disseler, *Chair*; Mrs. Deborah Albert; Dr. Leslie Cavendish; Dr. James Davis; Dr. Theresa Hegedus; Dr. Barbara Leonard.

Student Learning Outcomes

Upon completing the Elementary Education 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 School of Education’s Code of Professional and Ethical Behaviors, The Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.
6. Know how to use materials or lessons that counteract stereotypes and incorporates different points of view in instruction to produce global citizens in a democratic society.
7. Possess the skills to work with specialists to support the learning needs of all students.
8. Be able to develop and apply lessons based on the Common Core State and Essential Standards.
9. Possess the skills to integrate literacy instruction throughout the curriculum and across content areas.
10. Possess the skills to integrate art throughout the elementary K–6 curriculum.





11. Know how to integrate 21st Century skills, technologies and content in instruction.
12. Know how to provide instruction that reinforces the process strategies for critical thinking and problem solving.
13. Know how to incorporate instructional strategies designed to facilitate student cooperation, collaboration and learning.
14. Possess the skills needed to use both formative and summative assessment data to monitor, evaluate, and inform instruction.

Upon completing the Middle Grades Education Program at High Point University, students will, in addition to the learning outcomes listed above:

1. Have the knowledge needed to apply theories, concepts, and research related to young adolescent development that support student learning.
2. Possess an understanding of the philosophical foundations of a developmentally responsive middle school program and school to support adolescent development.
3. Be able to develop and apply lessons based on the Common Core State and Essential Standards in the content areas of mathematics, language arts, science, and social studies.
4. Be able to develop an awareness of the interconnectedness of content areas/disciplines.

Requirements for the B.A. and Licensure in Elementary Education (61 credits)

A major in Elementary Education will qualify a student for licensure 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 (1)*
- EDU 2100. The Nature of the Learner (4)*

- EDU 2200. The 21st Century Classroom (4)*
- EDU 2110. Introduction to Educational Technology (2)*
- EDU 3100. Collaboration in General Education Classrooms (4)
- EDU 3130. Reading Process and Practice (4)
- EDU 3230. Reading Assessment & Instruction (4)
- EDU 3110. Educational Technology for Teachers (2)
- EDU 3231. Principles of Integrated Instruction I: Math/Science Focus (6)
- EDU 3232. Practicum in the Elementary Classroom (2)
- EDU 4131. Children’s Literature (2)
- EDU 4132. Writing Process & Practice (2)
- EDU 4133. Methods Teach Social Studies K–6 (2)
- EDU 4134. Internship I: Instructional Practices in the Elementary Setting (4)
- EDU 4110. Technology Integration for Elementary K–6 Classrooms (2)
- EDU 4130. Classroom and Behavior Management: Elementary Focus (2)
- EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)
- EDU 4230. Internship II: Teachers as Leaders (8)
- EDU 4200. Multicultural Education in a Diverse Society (4)

**These courses are prerequisites for admission to the Educator Preparation Program*



Supporting Courses

Mathematics

Two math courses:

- One course at placement (MTH 1110 or above). Recommended courses are MTH 1130, MTH 1400, MTH 1310, or MTH 1410. (4)

and

- MTH 2010 (4) or MTH 1420 (4)



Physical Education

PEC 2130. Healthy Living for the Elementary Child (4)

Science

NSC 2200. Earth Science (4)

BIO 1100. Biology: A Human Perspective (4)

Social Studies

PSC 2310. American Politics (4)

Plus one course from the following:

HST 1201. American Beginnings (4)

HST 1202. American Expansions (4)

Psychology

PSY 2000. Introduction to Psychology (4)

Fine Arts

EDU 4135. Integrated Arts in the Elementary School. (4)



B.A. to M.Ed. Program in Elementary Education

Current students majoring in elementary or special education are eligible to apply in the junior year for admission to the B.A. to M.Ed. Program in Elementary Education. This is an uninterrupted enrollment plan that leads to both a bachelor's degree in Elementary Education and a master's degree in Elementary Education within a total of five years. Academically qualified students follow a prescribed plan of study which includes in enrollment in three specialized courses in the senior year which are applied to the graduate degree program upon completion of the M.Ed. in Elementary Education. The courses designated for the B.A. to M.Ed. Program include the following:

Literacy Concentration

EDU 4531. Literature and Information Texts for Children and Young Adults (3)

EDU 4532. Foundations of Writing Instruction (3)

EDU 4566. Using Data for Instructional Improvements (3)

STEM Concentration

EDU 4533. Integrated Principles of Science and Social Studies Instruction (3)

EDU 4511. Technology Integration for Elementary STEM Based Programs (3)

EDU 4566. Using Data for Instructional Improvement (3)

Content Concentration

EDU 4532. Foundations of Writing Instruction (3)

EDU 4533. Integrated Principles of Science and Social Studies Instruction (3)

EDU 4566. Using Data for Instructional Improvement (3)

Requirements for the B.A. and Licensure in Middle Grades Education (45 credits)

A major in middle grades education will qualify a student for licensure in middle grades education (6–9). Two discipline specializations are required.

Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

"I have had the privilege to be a part of the High Point University School of Education for the past four years. From my experiences in the local schools to the life lessons that I gained in the classroom, the faculty and staff of the School of Education have provided me with priceless opportunities. With an amazing education I know I will be an extraordinary special education teacher."

—Ms. Becca Irvine (Class of 2013)

Professional Education Courses

- EDU 1200. Introduction to Teaching (1)*
- EDU 2100. The Nature of the Learner (4)*
- EDU 2200. The 21st Century Classroom (4)*
- EDU 2110. Introduction to Educational Technology (2)*
- EDU 3100. Collaboration in General Education Classrooms (4)
- EDU 3280. Literacy in the Content Areas (4)
- EDU 3110. Educational Technology for Teachers (2)
- EDU 4008. Technology Integrated Assessment for Middle, Secondary, and Special Subjects (2)
- EDU 4150. Interdisciplinary Methods of Instruction for Middle Grades (4)
- EDU 4154. Internship I: Instructional Practices in the Middle Grades (2)
- EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)
- EDU 4280. Discipline and Classroom Management Issues for Middle Grade and Secondary Teachers
- EDU 4250. Internship II: Teachers as Leaders (8)
- EDU 4200. Multicultural Education in a Diverse Society (4)

**These courses are prerequisites for admission to the Educator Preparation Program.*

Discipline Specializations

Language Arts

- EDU 3251. Literature for Young Adults (4)

Select one course from the following:

- ENG 2121. Introduction to Writing Studies (4)
- ENG 2122. Introduction to Creative Writing (4)

Select one course from the following:

- ENG 2720. British Literature I (4)
- ENG 2730. British Literature II (4)

Select one course from the following:

- ENG 2820. American Literature I (4)
- ENG 2830. American Literature II (4)

Select one course from the following:

- ENG 3110. Studies in Writing, Language, and Literacy (4)
- ENG 3115. Style (4)

Select one course from the following:

- ENG 3298. Women Writing Worldwide (4)
- ENG 3299. Other Americas (4)
- ENG 3920. World Literatures (4)

Social Studies

- HST 1101. Foundations in Western Civilization to the Enlightenment (4)
- HST 1102. Foundations in Western Civilization since the Enlightenment (4)
- HST 1202. American Expansions (1800–1918) (4)
- HST 2205. North Carolina: Perspectives on a State's History (4)
- PSC 2310. American Politics (4)
- NSC 2200. Earth Science (4)

Choose one of the following:

- HST 1401. Foundations of African History (4)
- HST 1701. Foundations of Middle Eastern History (4)



“A teacher affects eternity; he can never tell where his influence stops.”

—Henry Adams

Mathematics

- MTH 1410. Calculus I (4)
- MTH 1420. Calculus II (4)
- MTH 2210. Introduction to Mathematical Thought (4)
- MTH 2310. Linear Algebra (4)
- MTH 3710. Geometry (4)
- STS 2020. Introduction to Statistics (4)

Science

- BIO 1399. Introduction to Biological Principles and Research (4)
- BIO 2110. Organismal Biology I: Prokaryotes, Protists, Fungi & Plants.
- CHM 1010/1011*, 1020/1021*. General Chemistry (8)
- PHY 1510/1511*, 1520/1521* General Physics (non-calculus based) (8)
- NSC 2200. Earth Science (4)

*Labs and lectures have separate numbers.

Department of Specialized Curriculum and Instructional Technology

Dr. Sarah Vess, *Chair*; Ms. Teresa Owens; Dr. Heidi Summey.

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 School of Education’s Code of Professional and Ethical Behaviors, The Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.
6. Know how to use materials or lessons that counteract stereotypes and incorporates different points of view in instruction to produce global citizens in a democratic society.
7. Know the policies, process, and procedures for providing special education services.
8. Have a broad working knowledge of instructional and behavioral strategies to facilitate learning of the K–12 Common Core State and Essential Standards.
9. Possess the knowledge and skills to use multi-sensory methods to teach communication skills, reading, written expression and mathematics.
10. Know how to integrate 21st Century skills, technologies and content in instruction.
11. Know how to provide instruction that reinforces the process strategies for critical thinking and problem solving.
12. Know how to incorporate instructional strategies designed to facilitate student cooperation, collaboration and learning.
13. Possess the skills needed to use both formative and summative assessment data to monitor, evaluate, and inform instruction.
14. Possess the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Requirements for the B.A. and Licensure in Special Education — General Curriculum K–12 (69 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 (1)*
- EDU 2100. The Nature of the Learner (4)*
- EDU 2200. The 21st Century Classroom (4)*
- EDU 2110. Introduction to Educational Technology (2)*
- EDU 3100. Collaboration in Gen Ed Classrooms (4)
- EDU 3130. Reading Process and Practice (4)
- EDU 3110. Educational Technology for Teachers (2)
- EDU 3140. Special Education Policies and Procedures (4)
- EDU 3240. Special Education Policies and Procedures-II (4)
- EDU 3243. Struggling Readers and Writers (4)
- EDU 3244. Teaching and Learning Strategies: Practicum in Special Education (4)
- 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 4140. Methods of Teaching Math and Science to Students with Mild Disabilities: K–12 (4)
- EDU 4144. Internship I: Instructional Practices in the Special Education Setting: Middle/Secondary Focus (4)
- EDU 4150. Interdisciplinary Methods of Instruction for Middle Grades (4)
- EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)
- EDU 4200. Multicultural Education in a Diverse Society (4)
- EDU 4240. Internship II: Teachers as Leaders (8)

**These courses are prerequisites for admission to the Educator Preparation Program.*

Supporting Courses

Mathematics

Two math courses:

- One course at placement (MTH 1110 or above). Recommended courses are MTH 1130, MTH 1400, MTH 1310, or MTH 1410. (4)

and

- MTH 2010 (4) or MTH 1420 (4)

Science

BIO 1100. Biology: A Human Perspective (4)

or

NSC 2200. Earth Science (4)

Social Studies

PSC 2310. American Politics (4)

Choose one of the following: HST 1201 or HST 1202 (4)

Psychology

PSY 2000. Introduction to Psychology (4)

Requirements for the B.A. and Licensure in Special Education—Adapted Curriculum K–12 (69 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 (1)*
- EDU 2100. The Nature of the Learner (4)*
- EDU 2200. The 21st Century Classroom (4)*
- EDU 2110. Introduction to Educational Technology (2)*
- EDU 3100. Collaboration in Gen Ed Classrooms (4)
- EDU 3130. Reading Process and Practice (4)
- EDU 3140. Special Education Policies and Procedures (4)
- EDU 3240. Special Education Policies and Procedures-II (4)
- EDU 3244. Teaching and Learning Strategies: Practicum in Special Education (4)
- EDU 3245. Classroom and Behavior Management for Special Education Teachers K–12 (4)
- EDU 3290. Instructional Strategies for the Adapted Curriculum I (4)
- EDU 3291. Advocacy Skills for the Special Education Professional (2)
- EDU 4009. Technology Integration for Special Education K–12 Classrooms (2)
- EDU 4144. Internship I: Instructional Practices in the Special Education Setting: Middle/Secondary Focus (4)
- EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)
- EDU 4200. Multicultural Education in a Diverse Society (4)
- EDU 4240. Internship II: Teachers as Leaders (8)
- EDU 4245. Behavior Management for Low Incidence Disabilities (4)
- EDU 4290. Instructional Strategies for the Adapted Curriculum II (4)

**These courses are prerequisites for admission to the Educator Preparation Program.*



Supporting Courses

Mathematics

MTH 2010 (4)

Science

BIO 1110. Biology: A Human Perspective (4)

or

NSC 2200. Earth Science (4)

Social Sciences

PSC 2310. American Politics (4) plus one of the following:

HST 1201. American Beginnings [to 1800] (4)

HST 1202. American Expansions [1800–1918] (4)

HST 1203. American Aspirations [1914 to present] (4)

Psychology

PSY 2000. Introduction to Psychology (4)

Other

EDU 1010. American Sign Language I (4)

Requirements for the Minor in Special Education for Education Majors (20 credits)

EDU 3100. Collaboration in General Education (4)

EDU 3140. Special Education Policies and Procedure I (4)

EDU 3245. Classroom and Behavior Management for Special Education (4)

EDU 3243. Struggling Readers and Writers (4)

or

EDU 4140. Methods of Teaching Math/Science to Students with Disabilities (4)

EDU 3244. Teaching and Learning Strategies: Practicum in Special Education (4)

or

EDU 4144. Internship I: Instructional Practices in Special Education (4)

Requirements for the Minor in Special Education for Non-Education Majors (20 credits)

EDU 2100. Nature of the Learner (4)*

EDU 3100. Collaboration in General Education (4)

EDU 3245. Classroom and Behavior Management for Special Education (4)

EDU 3244. Teaching and Learning Strategies: Practicum in Special Education (4)

EDU 3243. Struggling Readers and Writers (4)

or

EDU 4140. Methods of Teaching Math/Science to Students with Disabilities (4)

**This course must be taken before any of the other courses required for the minor.*

Requirements for the Academically Gifted Add-on Licensure Program (12 credits)

Licensure to teach academically gifted children (K–12) is an add-on program offered to teachers who hold a current teaching license in a related/relevant field. Twelve hours of course work, specific to the needs and characteristics of gifted children, are required.

EDU 4360. The Gifted Child (3)

EDU 4410. Curriculum Development and Differentiation for the Gifted (3)

EDU 4420. Teaching and Learning Strategies for Gifted Education (3)

EDU 4390. Trends and Issues in Gifted Education (3)

B.A. to M.Ed. Program in Intellectual Disabilities

Current students majoring in Special Education — Adapted Curriculum are eligible to apply in the junior year for admission to the B.A. to M.Ed. Program in Intellectual Disabilities. This is an uninterrupted enrollment plan that leads to both a bachelor's degree in Special Education — Adapted Curriculum and a master's degree in Intellectual Disabilities within a total of five years. Academically qualified students follow a prescribed plan of study which includes in enrollment in three specialized courses in the senior year which are applied to the graduate degree program upon completion of the M.Ed. in Intellectual Disabilities. The courses designated for the B.A. to M.Ed. Program include the following:

EDU 4543. Occupational and Transition Planning for Secondary Students with Intellectual Disabilities (3)

EDU 4545. Assistive Technology and Instructional Support for the 21st Century Classroom (3)

EDU 4566. Using Data for Instructional Improvement (3)

“The School of Education at High Point University has impacted me in innumerable ways. The opportunities for internships, research, and attendance at conferences have all helped me to develop as a future teacher. I can not imagine being more prepared for the challenges facing me when I receive my first job as an elementary teacher”.

—Ms. Michele Tehan (Class of 2013)

Department of Professional Education and Leadership Studies

Dr. Tom Albritton, *Chair*; Dr. Tawannah Allen; Dr. Martie Bell; Dr. Jane Bowser; Dr. Dustin Johnson; Dr. Barbara Mallory; Dr. Don Martin; Ms. Rosie Tarara; Dr. Rick Overstreet.

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 School of Education’s Code of Professional and Ethical Behaviors, the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.
6. Know how to use materials or lessons that counteract stereotypes and incorporates different points of view in instruction.
7. Possess the skills to work with specialists to support the learning needs of all students.
8. Possess the knowledge, skills and disposition to effectively teach safe and appropriate motor skills, movement forms, multiple sports, and physical activities.
9. Possess the knowledge, skills and disposition to teach fitness and nutrition concepts to reduce and prevent obesity.
10. Possess the knowledge, skills and disposition needed for developing and implanting effective practices that foster health literacy.
11. Know how to develop and apply lessons based on the Common Core State and Essential Standards in the areas of Health/Physical Education.
12. Be aware of the interconnectedness of content areas/disciplines.
13. Possess the skills to integrate literacy instruction throughout the curriculum and across content areas.
14. Know how to integrate 21st Century skills, technologies and content in instruction.
15. Know how to provide instruction that reinforces the process strategies for critical thinking and problem solving.
16. Know how to incorporate instructional strategies designed to facilitate student cooperation, collaboration and learning.
17. Possess the skills needed to use both formative and summative assessment data to monitor, evaluate, and inform instruction.



"A teacher affects eternity; he can never tell where his influence stops."

— Henry Adams

Requirements for the B.A. in Health and Physical Education (41 credits)

- EDU 1200. Introduction to Teaching (1)*
- EDU 2100. The Nature of the Learner (4)*
- EDU 2110. Introduction to Educational Technology (2)*
- EDU 2200. The 21st Century Classroom (4)*
- EDU 3100. Collaboration in Gen Ed Classrooms (4)
- EDU 3110. Educational Technology for Teachers (2)
- EDU 3280. Literacy in the Content Areas (4)
- EDU 4008. Technology Integrated assessment for Middle, Secondary, and Special Students (2)
- EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)
- EDU 4173. Methods Teaching Health & Physical Education K–12 (4)
- EDU 4174. Internship I: Instructional Practices in the Special Subjects (2)
- EDU 4200. Multicultural Education in a Diverse Society (4)
(Approved as meeting one of the two courses required for Social Sciences in Area II for Special Subjects and Secondary Teacher Education majors ONLY)
- EDU 4270. Internship II: Teachers as Leaders (8)
- EDU 4280. Discipline and Classroom Management Issues for Middle Grade and Secondary Teachers. (2)
- HED 1200. Nutrition & Healthy Living (4)
- HED 2100. Prevention & Substance Abuse (2)
- HED 2200. Human Sexuality & Relationships (4)
- HED 3100. Contemporary Health Issues I (2)
- PEC 1331. Social Dance (1)
- PEC 2100. Motor Development & Learning (2)
- PEC 2101. Team Sports: Skill Development & Analysis (4)
- PEC 2201. Individual Sports: Skill Development & Analysis (4)
- PEC 3100. Trends & Issues of Teaching Elementary Physical Education (4)
- PEC 3101. The Application of Physical Education in the Elementary Setting (4)
- PEC 3200. Trends & Issues Adolescent P.E. (4)
- PEC 3201. Adolescent Motor Development & Assessment (2)
- PEC 4210. Coaching & Field Experience I (2)

**These courses are prerequisites for admission to the Educator Preparation Program.*

Supporting Courses

- BIO 1120. The Human Body and Exercise (4)

Requirements for Discipline Majors in Secondary Education and Special Subjects (K–12) (43 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 School of Education concerning specific requirements for additional licenses.

Students who wish to teach high school subjects are primarily advised in the department of their major, but they will receive guidance from the program coordinator in the School of Education as well.

Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

Professional Education Courses

- EDU 1200. Introduction to Teaching (1)*
- EDU 2100. The Nature of the Learner (4)*
- EDU 2110. Introduction to Educational Technology (2)*
- EDU 2200. The 21st Century Classroom (4)*
- EDU 3100. Collaboration in General Education Classrooms (4)
- EDU 3110. Educational Technology for Teachers (2)
- EDU 3280. Literacy in the Content Area (4)
- EDU 4008. Technology Integration for Middle and Secondary Level Classrooms (2)
- EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms (2)
- EDU 4200. Multicultural Education in a Diverse Society (4)
(Approved as meeting one of the two courses required for Social Sciences in Area II for Special Subjects and Secondary Teacher Education majors ONLY.)
- 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.*

Choose one of the following methods courses as appropriate to the licensure area:

- EDU 4160. Methods Teaching Secondary English 9–12 (4)
- EDU 4161. Methods Teaching Secondary Math 9–12 (4)
- EDU 4162. Methods Teaching Secondary Social Studies 9–12 (4)
- EDU 4163. Methods Teaching Secondary Science 9–12 (4)



- EDU 4172. Methods Teaching Foreign Language K–12 (4)
- EDU 4173. Methods Teaching Health and Physical Education K–12 (4)

Choose one of the following internships appropriate to the licensure area:

- EDU 4164. Internship I: Instructional Practices in the Secondary Grades (2)
- EDU 4174. Internship I: Instructional Practices K–12 (2)

Choose one of the following internships appropriate to the licensure area:

- EDU 4260. Internship II: Teachers as Leaders (8)
- EDU 4270. Internship II: Teachers as Leaders K–12 (8)

Requirements for the Minor in Athletic Coaching (20 credits)

- PEC 2101. Team Sports: Skill Development Analysis and Teaching (4)
- PEC 2201. Individual Sports: Skill Development Analysis and Teaching (4)
- PEC 3110. Responsibilities in Athletic Coaching (4)
- PEC 3210. Coaching and Officiating in Varsity Athletics (4)
- PEC 4210-4211. Coaching Field Experience I & II (4)

Requirements for the Minor in Education Studies (20 credits)

Required Courses (14 credits)

- EDU 1201. Seminar in Teaching (2)*
- EDU 2100. Nature of the Learner (4)**
- or**
- EDU 2100. Nature of the Learner—Honors (4)**
- EDU/GBS 3260. Education in the Age of Globalization (4)
- EDU 4200. Multicultural Education in Diverse Society (4)
- or**
- EDU 4540. Diversity in Education: Societal and Organizational Perspectives (4)**
- EDU 4275. Internship in Education (2)*

Choose an additional 6-8 hours from list below:

- EDU 2110. Introduction to Educational Technology (2)
- EDU 3110. Technology for Teachers (2)
- EDU 4111. Independent Study (2–4)

**These courses should be taken at the end of the course sequence.*

***This course is available only to students who are in the Honors Program.*

Requirements for the Minor in Health Education (20 credits)

Required Courses (10 credits):

- EDU 1201. Seminar in Teaching (2)*
- EDU 4275. Internship in Education (2)**
- HED 3100. Contemporary Health Issues (2)

- HED 1200. Nutrition & Healthy Living (4)
- or**
- ATR 1150. Health & Nutrition (4)

**These courses should be taken at the end of the course sequence.*

A minimum of 10 Credits from the following list:

- EXS 4400. Health Behavior Change (4)
- HED 2100. Prevention & Substance Abuse (2)
- HED 2200. Human Sexuality & Relationships (4)
- HED 3200. Women’s Health Issues (4) (Prerequisite: HED 1200 or ATR 1150)
- HED 3300. Aging & Life Choices (4) (Prerequisite: HED 1200 or ATR 1150)
- GBS 3333. Planet Girth (4)
- PSY 3610. Health Psychology (4) (prerequisite: PSY 2000)
- SPN 2141. Spanish for the Medical Professions (4) (prerequisite: SPN 2130 or SPN 2140 or permission of the instructor)

Sports Activity Requirements

Each student, unless excused for medical reasons or for participating for one season in inter-collegiate or club sports, will fulfill the requirement by passing one sports activity elective.

Students may satisfy the sports activity requirement by completing any of the following courses:

- PEC 1012. Adaptive PE (1)
- PEC 1021. Aerobics/Fitness Walking (1)
- PEC 1041. Indoor Cycling* (1)
- PEC 1071. Yoga I (1)
- PEC 1072. Yoga II (1)
- PEC 1081. Pilates (1)
- PEC 1082. Pilates Fusion (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 1172. Women's Self Defense (1)
- PEC 1181. Brazilian Jiu Jitsu (1)
- PEC 1191. Kickboxing I (1)
- PEC 1192. Muay Thai Kickboxing (1)
- PEC 1211. Snow Skiing/Boarding* (1)
- PEC 1221. Whitewater Rafting (1)
- PEC 1231. Sailing* (1)
- PEC 1241. Fishing* (1)
- PEC 1251. Hiking (1)
- PEC 1261. Wilderness Survival/Camping (1)
- PEC 1281. Horseback Riding* (1)
- PEC 1291. Target Archery (1)
- PEC 1311. Weight Training I* (1)
- PEC 1312. Weight Training II* (1)
- PEC 1321. Contemporary/Jazz Dance (1)
- PEC 1331. Social Dance (1)
- PEC 1341. Hip Hop Dance (1)
- PEC 1352. Ballet (1)
- PEC 1401. Golf* (1)
- PEC 1412. Indoor Rock Climbing I* (1)
- PEC 1413. Indoor Rock Climbing II* (1)
- PEC 1431. Gensei-Ryu Karate* (1)
- PEC 1441. Fencing (1)
- PEC 1452. Ice Skating I* (1)
- PEC 1453. Ice Skating II* (1)
- PEC 1462. Ice Hockey I* (1)
- PEC 1463. Ice Hockey II* (1)
- PEC 1501. Gymnastics/Trampoline I (1)
- PEC 1502. Gymnastics/Trampoline II* (1)
- PEC 1601. Racquetball (1)
- PEC 1652. Softball (1)
- PEC 1701. Tennis I* (1)
- PEC 1721. Tennis II* (1)
- PEC 1801. Swimming I (1)
- PEC 1811. Swimming II (1)
- PEC/THE 1821. Musical Theatre Dance (1)
- PEC 1831. Lifeguarding (2)
- PEC 1841. Water Safety Instructor (1)
- PEC 1851. Scuba Diving I* (1)
- PEC 1852. Scuba Diving II* (1)
- PEC 1861. Aqua Fitness (1)
- PEC 1871. River Kayaking* (1)
- PEC 1882. Water Polo/Sports (1)

* Special course fee is required for this course.

Lateral Entry/ILT Support Courses

The School of Education offers a series of three credit course options for individuals who are non-degree seeking and are working to satisfy the requirements for N.C. licensure in a particular area. The courses offered by the School of Education include the following:

- LEA 2020. Psychology of Development in Education (3)
- LEA 2450. Introduction to Special Education (3)
- LEA 3160/3170. Literacy and Learning I and II: MGE/Secondary/K–12 Level (3)
- LEA 3260. Educational Psychology: Elementary Grades (3)
- LEA 3270. Educational Psychology: Middle Grades (3)
- LEA 3280. Educational Psychology: Secondary Grades (3)
- LEA 3290. Educational Psychology: Specialty Areas (3)
- LEA 3400. Methods of teaching Mildly Disabled Students in General Education (3)
- LEA 3840. Methods of Instruction in Middle Grades Education: Language Arts (3)
- LEA 3850. Methods of Instruction in Middle Grades Education: Mathematics (3)
- LEA 3860. Methods of Instruction in Middle Grades Education: Science (3)
- LEA 3870. Methods of Instruction in Middle Grades Education: Social Studies (3)
- LEA 3910. Methods of Instruction in Secondary Education: English (3)
- LEA 3920. Methods of Instruction in Secondary Education: Mathematics (3)
- LEA 3940. Methods of Instruction in Secondary Education: Science (3)
- LEA 3950. Methods of Instruction in Secondary Education: Social Studies (3)
- LEA 3960. Methods of Instruction in Special Subjects: Art Education (3)
- LEA 3970. Methods of Instruction in Special Subjects: Health/Physical Education (3)
- LEA 4801. ILT Support I (2)
- LEA 4802. ILT Support II (2)

"Each professor in the School of Education took a personal interest in me and provided me with all the tools I will use in my future teaching career. I graduated from High Point with many life lessons, mentors and friends. I couldn't have done it without them!"

—Keri Wilkins (Class of 2011)

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: fingerspelling, 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. One credit.*

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 2110. Introduction to Educational Technology. This course provides students with the core skills required for the effective use of technology in the K–12 classroom. Emphasis is placed on the NETS-T Standards as well

as the development of proficiency in the use of basic computer applications. Topics and programs addressed in the course include Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Publisher, website development, Internet Safety, Copyright issues and online course management systems. *This course is available to sophomores in the fall and spring. Two credits.*

EDU 2100. Nature of the Learner. An analysis of theories and principles of educational psychology related to the social, psychological, and physical development of K–12 students. Relationships among patterns of human development, student maturation, learning styles, and characteristics of educational environments are incorporated. *This course is available to sophomores in the fall and spring. Four credits.*

EDU 2200. The 21st Century Classroom. This course is designed to introduce the overarching understanding and knowledge of key concepts which drive all content instruction and assessment in the 21st Century classroom. The candidates will focus on the the Common Core State Standards and Essential Standards for North Carolina, school governance and culture, classroom learning environment, standards of professional conduct, technology integration and a global perspective on content. Professional Learning Communities (PLC) will be established that will continue throughout the candidates' course of study and address the role of the teacher as leader. As a part of the PLC, candidates will participate in a learning experience at a partnering school at the appropriate level. *This course is available to sophomores in the fall and spring. Four credits.*

EDU 3100. Collaboration in General Education. This course is designed to provide candidates with the practical application of collaborative teaching methods in inclusive classrooms including co-teaching. Emphasis is placed on the development of the consultation skills needed to work with all educational professionals, parents and the community. Strategies for determining need through the responsiveness to instruction tiered concept and planning through differentiated instruction are examined. *Prerequisite: Admission to the Educator Preparation Program. This course is available to seniors in the fall. Four credits.*

EDU 3110. Educational Technology for Teachers. This course focuses on the use of Web 2.0 technologies to enhance student achievement and improve instruction in the classroom. Emphasis is placed on the NETS-T Standards as well as the integration of various forms of technology. Topics addressed in the course include blogs,

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

wikis, podcasting, video conferencing, virtual field trips, webquests, RSS feeds, interactive whiteboards, and student response systems. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the fall and spring. Two credits.*

EDU 3130. Reading Process and Practice. This course is designed to support candidates' understanding of the foundations of reading, reading as a transactive process, and the integrated practices of multimodal literacies. Principles, methods and materials for developing effective reading instruction across content areas to enhance students' learning in grades K–6 are explored. The role of prior knowledge, cultural and linguistic background, motivation and personal significance on comprehension across a wide range of print and non-print texts is addressed. Emphasis is on creating literate environments that foster independent, strategic, motivated readers in 21st Century classrooms and schools. Field experience required. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the fall. Four credits.*

EDU 3140. Policies and Procedures I. This course is designed to provide direct experience with the policies and procedures utilized for students with disabilities in grades K–12. The Policies Governing Services for Children will be introduced including the process and completion of state forms used to document pre-referral to delivery of services for students with mild disabilities. Assessment techniques, including intellectual and educational screening, adaptive behavior, functional behavioral assessment (FBA), applied behavior analysis and PBIS (Positive Behavior Support interventions) using standardized, non-standardized, and alternative formats commonly utilized for identification of mild disabilities will be included. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the fall. Four credits.*

EDU 3230. Reading Assessment and Instruction. This course is designed to evaluate a wide range of formative and summative reading assessment tools as they relate to purpose, processes and products of reading the instrument is designed to assess. Qualitative evaluative procedures to help teachers (K–6) regularly assess a student's interests, attitudes, and reading strategies and retell abilities are discussed. 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 efficiently. Field experience required. *Prerequisite: Admission to the Educator*

Preparation Program. This course is available to juniors in the spring. Four credits.

EDU 3231. Principles of Integrated Instruction I: Science/Math Focus. This course is designed to support the 21st century teaching candidate in technology and integrating math and science instruction with the Common Core State Standards and Essential Standards for North Carolina. The candidate will design, implement, and assess instruction to meet the diverse needs of elementary students using research-based principles such as inquiry, differentiated instruction, problem solving and other instructional modalities. Emphasis will be placed upon the process skills common to math and science. *Prerequisites: Admission into the Educator Preparation Program. Corequisites: EDU 3210 and EDU 3232. This course is available to juniors in the spring. Six credits.*

EDU 3232. Practicum in the Elementary School Classroom. Candidates will complete a supervised 30-hour field experience focused on applying research-based principles and strategies integrating mathematics and science and technology. This includes writing and teaching lessons in math and science as well as working with individual students. *Prerequisites: Admission into the Educator Preparation Program. CoRequisite: EDU 3231. This course is available to juniors in the spring. Two credits.*

EDU 3240. Special Education Policies and Procedures-II. A continuation of EDU 3140, this course focuses on the policies and procedures utilized for IEP planning, progress monitoring and reporting of progress in general curriculum classrooms. Software programs for writing individualized educational plans in grades K–12 will be introduced along with additional assessment procedures including curriculum based assessment (CBA) and criterion referenced testing (CRT). Topics also include developing goals for transition planning and post school outcomes as well as strategies to encourage and support parent involvement in the special education process. *Prerequisite: Admission to the Educator Preparation Program. This course is offered to juniors in the spring. Four credits.*

EDU 3243. Struggling Readers and Writers. This course is designed to provide instruction in the teaching of reading and writing to students with persistent academic difficulties. The candidate will be able to apply and analyze qualitative literacy assessment procedures to effectively identify reading and writing skills. The course provides detailed instructional strategies through RTI (response to intervention) and writing workshop settings. Effective use of



authentic literacy practices, multimodal tools and strategies for teaching phonics, spelling and grammar are included. Integration of interactive technology in literacy instruction is also emphasized. The candidate will plan and implement individualized lesson plans based on assessments such as Reading 3D to support students struggling in their literacy development. *Prerequisite: Admission to the Educator Preparation Program or minor in special education. This course is available to juniors in the spring. Four credits.*

EDU 3244. Teaching and Learning Strategies: Practicum in Special Education. This course examines both characteristics of students with high incidence disabilities and effective teaching and learning strategies for students with high incidence disabilities. The North Carolina Standards for Special Education General Curriculum Teacher Candidates will be introduced. A 30-hour practical experience is embedded in this course to allow special education candidates the opportunity for direct observation of characteristics and strategies covered in this course. *Candidates will have the opportunity to practice their knowledge of policies and procedures related to the referral process and implement teaching methods learned in content area methods courses during the practical experience placement. This course is available to juniors in the fall and spring. Four credits.*

EDU 3245. Classroom and Behavior Management for Special Education Teachers K–12. This course is designed to provide the necessary knowledge and skills for creating a positive, safe, and respectful learning environment for a diverse population of students. Emphasis is placed on understanding the function of behavior and on the need to systematically collect and analyze data when designing and implementing behavioral interventions. Topics include: prevention techniques, creating behavior management systems, identifying problem behaviors, conducting functional behavioral analysis, creating behavior intervention plans, collaborating with general education teachers on behavior plan intervention, understanding causes of behavior and reinforcement, de-escalation techniques, and generalization to other settings. Adherence to policies regarding behavior, such as documentation of incidents and manifestation determination will be emphasized. *This course is available to juniors in the fall and 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 is available to juniors in the spring, and is a requirement for the Language Arts Concentration for Middle Grades majors and Secondary English 9–12 licensure. Four credits.*

EDU/GBS 3260. Education in the Age of Globalization. This course focuses on trends and forces that are shaping educational systems around the world. It covers topics such as education and economic development, trends in higher education, international testing, the accountability movement, and school choice. The course engages questions of justice as it analyzes global trends and encourages students to evaluate critically the educational policies and practices of the U.S. and other countries. *Four credits. [GS]*

EDU 3280. Literacy in the Content Areas. This course helps prospective teachers design and implement plans for helping students decode, comprehend, interpret and apply print and non-print information in their respective content area. 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. These processes are clarified through an in-depth study of a content-area topic. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the spring. Four credits.*

EDU 3290. Instructional Strategies for the Adapted Curriculum I. This course focuses on best practices in curriculum, assessment, and instructional methods for students with low incidence disabilities. The course covers functional academics, social and life skills, and accommodations for the student with a disability at the elementary 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 site visits. *Prerequisite: Admission to the Educator Preparation Program or minor in Special Education. Four credits.*



EDU 3291. Advocacy Skills for the Special Education Professional. This course introduces the advocacy skills that will be necessary for future special education teachers to use as they instruct students in the transition process in elementary, middle, and high school. The transition of students with disabilities to employment as well as the transition to future living and post-secondary educational environments will be highlighted. Self-determination, interpersonal, and community integration knowledge and skills are integrated throughout. This course introduces future teachers to the use of transition assessment information to plan and design IEP goals and objectives. Students will be required to practice and demonstrate their understanding of transition assessment. *Prerequisite:* Admission to the Educator Preparation Program, minor in Special Education, or permission of the instructor. Two credits.

EDU/GBS 3720. Children's Literature and Story Traditions Across the Anglo-Phonic World. This course will examine children's literary traditions in cultures whose first (or official) language, for various historical, political, and/or cultural reasons, is English. For each cultural and/or national context a folktale tradition will be considered, from which cultural values and definitions will be observed and examined. Then those values and definitions will be traced through a 19th or 20th century selection, and finally a 20th century selection. The purpose of this approach to the literature is to contextualize contemporary stories for children in their respective cultural/historical milieu. Through this perspective, we will examine how literature carries culture, as well as how cultural diversity creates a variety of literary traditions across a single language. *Prerequisites:* Junior standing and completion of the general education requirement in literature. Four credits. [GS]

EDU 4008. Technology Integration for Middle and Secondary Level Classrooms. This course focuses on the use of technology to engage, enhance, and extend learning through integration with Common Core/Essential Standards for middle, secondary, and specialty subject areas. Students will combine their technological skills with pedagogical and content knowledge to integrate technology effectively into lesson plans and units. Topics of study will include e-books, SMART Response, iPad Apps and other web-based applications to enhance planning and teaching. *Prerequisite:* Admission to the Educator Preparation Program; *Corequisites:* EDU 4150, EDU 4154, EDU 4160, EDU 4161, EDU 4162, EDU 4163, EDU 4164, EDU 4172, EDU 4173, EDU 4174. Two credits.

EDU 4009. Technology Integration for Special Education K–12 Classrooms. This course focuses on the use of technology to engage, enhance, and extend learning through integration with Common Core/Essential Standards for special education teachers (K–12). Students will combine their technological skills with pedagogical and content knowledge to integrate technology effectively into lesson plans and units. Topics of study will include e-books, SMART Response, iPad Apps and other web-based applications to enhance planning and teaching. *Prerequisite:* Admission to the Educator Preparation Program. *Corequisites:* EDU 4140, EDU 4144, EDU 4150, or enrollment in the Special Education minor. Two credits.

EDU 4110. Technology Integration for Elementary K–6 Classrooms. This course focuses on the use of technology to engage, enhance, and extend learning through integration with Common Core/Essential Standards for elementary school students. Candidates will combine their technological skills with pedagogical and content knowledge to integrate technology effectively into lesson plans and units. Topics of study will include e-books, SMART Response, iPad Apps and other web-based applications to enhance planning and teaching. *Prerequisite:* Admission to the Educator Preparation Program. *Corequisites:* EDU 4131, EDU 4132, EDU 4133, and EDU 4134. Two credits.

EDU 4111–4114. Independent Study. Independent opportunity for candidates to work on evidence assignments or research projects under the direct supervision of a faculty member in the School of Education. Credit will be determined at the discretion of the instructor. Course may be repeated as needed. One to four credits.

EDU 4130. Classroom and Behavior Management: Elementary Focus. This course is designed as an introduction to the prevention and intervention approaches used to deal with the most common classroom management issues and behavioral difficulties exhibited by students in general education classrooms, grades K–6. Specific techniques such as classroom meetings, functional behavior assessment, secondary reinforcement programs, punishment, and school-wide behavioral support will be presented. *Prerequisite:* Admission to the Educator Preparation Program. This course is available in the fall and spring. Two credits.

EDU 4131. Integration of Fiction and Nonfiction Literature 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

“The faculty of the HPU School of Education is always looking ahead of the curve. They understand that when their students finally get into the field upon graduation, that the playing field is going to be completely different than it is today. They take this into consideration and prepare you to be ready when it comes time to enter your very first classroom.”

—Chris Terzigni (Class of 2012)

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 into the Educator Preparation Program. Corequisites: EDU 4132, EDU 4133, EDU 4134, and EDU 4110. This course is available to seniors in the fall. Two credits.*

EDU 4132. Writing Process and Practice. This course is designed to promote candidates’ understanding of the writing process and best instructional practices for encouraging children to explore multiple composing processes within a variety of genres in a writer’s workshop setting. Effective use of authentic reasons for writing, time, focus lessons, writing conferences, multimodal tools, and strategies for teaching phonics, spelling and grammar in context are discussed. The candidate will discuss a wide range of writing assessment tools and results in order to provide developmentally appropriate instruction. *Prerequisite: Admission into the Educator Preparation Program. Corequisites: EDU 4131, EDU 4133, EDU 4134, and EDU 4110. This course is available to seniors in the fall. Two credits.*

EDU 4133. Methods of Teaching Social Studies. This course is designed to support the 21st Century teaching candidate in technology and integrating effective literacy instruction with the Common Core State Standards and 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. Internship I: Instructional Practices in the Elementary School Setting. Candidates will complete a supervised 80-hour internship focused on applying research-based principles and developmentally appropriate pedagogies for 21st Century learners at the elementary grade levels. Candidates will demonstrate their understanding that literacy processes are integrative across social studies curriculum and that the use of technology can enhance student learning outcomes. During the internship, candidates will plan and implement social studies lessons

infused with quality children’s literature, purposeful writing assignments, and instructional media to promote a global perspective on content. *Prerequisite: Admission into the Educator Preparation Program; Corequisites: EDU 4110, EDU 4131, EDU 4132, and EDU 4133. This course is available to seniors in the fall. Four credits.*

EDU 4135. Integrated Arts in the Elementary School. This course focuses on the relationships amongst 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 Educator Preparation Program. This course is available to juniors in the spring. Four credits.*



“The art of teaching is the art of assisting discovery.”

—Mark Van Doren

EDU 4140. Methods of Teaching Mathematics and Science to Students with Mild Disabilities. This course is designed to provide detailed instruction in the teaching of mathematics and science to students with persistent academic difficulties. Based on Council of Exceptional Children and the Common Core State Standards and Essential Standards for North Carolina, this course will provide candidates with in-depth study of mathematics and science using direct instruction, content integration, assessment techniques (including standardized, non-standardized, and alternative formats) used for students with disabilities. Research-validated instructional methods and strategies for content are included as well as instruction for social-skills, learning strategies, and self-determination skills. *Prerequisite: Admission into the Educator Preparation Program. Corequisites: EDU 4144 and EDU 4150. This course is offered to seniors in the fall. Four credits.*

EDU 4144. Internship I: Instructional Practices in The Special Education Setting. Candidates will complete a 80-hour supervised internship focused on the practical application of instructional methodology and best practices in content instruction. Candidates will have the opportunity to instruct students in a variety of content areas through various service delivery models commonly utilized for students with mild disabilities under the supervision of a classroom teacher. Emphasis is placed on inclusive settings, integration of content and use of technology. Further, candidates will assess student knowledge through the use of standardized, non-standardized, and alternative formats. Reflections of experiences will further highlight this internship. *Prerequisites: Admission into the Educator Preparation Program or minor in special education. Corequisite: EDU 4140. This course is available to seniors in the fall. 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, 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 4110, EDU 4154 or*

EDU 4140, EDU 4144. This course is available to seniors in the fall. Four credits.

EDU 4154. Internship I: Instructional Practices in the Middle Grades. Candidates will complete a supervised 30-hour internship focused on applying research-based principles and strategies from methods of interdisciplinary instruction for middle grades (EDU 4110) and technology integration (EDU 4110). Additionally, candidates will design interdisciplinary units and implement mini-lessons based on their dual content areas. *Prerequisite: Admission into the Educator Preparation Program. Corequisites: EDU 4150 and EDU 4110. This course is available to seniors in the fall. Two credits.*

EDU 4160. Methods of Teaching Secondary English 9–12. 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. Corequisites: EDU 4110 and EDU 4164. This course is available to seniors in the fall. Four credits.*

EDU 4161. Methods of Teaching Secondary Math 9–12. 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 21st Century Skills into lesson design, the application of mathematics to real world situations, and developing formative and summative assessments. The Common Core State Standards and Essential Standards for North Carolina and guidelines from NCTM will provide the curriculum framework. Candidates will also understand the role of ethics (both personal and professional) in the math classroom. *Prerequisite: Admission to the Educator Preparation Program. Corequisites: EDU 4110 and EDU 4164. This course is available to seniors in the fall. Four credits.*

EDU 4162. Methods of Teaching Secondary Social Studies 9–12. Candidates in this course will demonstrate proficiency in concept based and differentiated instruction in the five social studies standards through the design and development of lesson plans and units engaging students in critical thinking and problem solving in a global prospective. The course will



also provide instruction in integrating 21st Century Skills into lesson design and formative and summative assessments. The Common Core State Standards and Essential Standards for North Carolina will provide the curriculum framework. Candidates will also understand the role of ethics (both personal and professional) in the social studies classroom. *Prerequisite: Admission to the Educator Preparation Program. Corequisites: EDU 4110 and EDU 4164. This course is available to seniors in the fall. Four credits.*

EDU 4163. Methods of Teaching Secondary Science 9–12. Candidates in this course will design unit and lesson plans for Secondary Science based on the Common Core State Standards and Essential Standards for North Carolina including biology, chemistry, earth science and physics that infuse literacy and technology while engaging students in active learning and critical thinking. The course will also focus on the development of safe practices and classroom management techniques for the science laboratory. Candidates in the course will come away with a well developed understanding of the teaching of scientific inquiry, the integration of 21st Century Skills into lesson design, and the role of ethics (both personal and professional) in the science classroom. *Prerequisite: Admission to the Educator Preparation Program. Corequisites: EDU 4110 and EDU 4164. This course is available to seniors in the fall. Four credits.*

EDU 4164. Internship I: Instructional Practices in Secondary Subjects 9–12. Candidates will complete a 30-hour internship focused on applying research-based principles and differentiated instruction as well as integrating technology, literacy and writing process skills in the secondary classroom. The candidates will teach lessons and work with individual students. The internship will allow candidates to be in classrooms in partner schools in preparation for Internship II. *Prerequisite: Admission to the Educator Preparation Program. Corequisites: EDU 4110 and one of the following: EDU 4160, EDU 4161, EDU 4162 or EDU 4163. This course is available to seniors in the fall. Two credits.*

EDU 4166. Using Data to Assess Student Impact in K–12 Classrooms. This course offers an exploration of the many forms of data and develops specific data literacy skills in creating assessments that yield valid and reliable data, using data to make informed instructional decisions and communicating to others what the data results mean. Topics of study include rubric design, the alignment of formative and summative assessment practices with the Common Core and Essential Standards and how to effectively use technology integrated evaluation systems such as the Educational Value-

Added Assessment System (EVAAS) for K–12 classrooms. *Corequisite: EDU 4230/40/50/60/70: Internship II. Course is available in the fall and spring. Two credits.*

EDU 4172. Methods of Teaching Foreign Language K–12. This course will provide an overview of current theory and practice in teaching foreign language, K–12. Topics will include the knowledge of how children learn language, professional standards and practices, appropriate methods and materials to utilize in all levels of classroom instruction K–12, and techniques to teach listening, speaking, writing, reading, and culture. Candidates will also review a variety of approaches to infuse literacy and technology while integrating 21st Century Skills into lesson design and consider the role of ethics (both personal and professional) in the foreign language classroom. *Prerequisite: Admission to the Educator Preparation Program. Corequisites: EDU 4110 and EDU 4174. This course is available to seniors in the fall. Four credits.*

EDU 4173. Methods of Teaching Health & Physical Education K–12. This course will provide an overview of the spectrum of methods used to teach health and physical education in grades K–12. Topics will include classroom management, standards and curriculum, diversity, and best practices. Students will also review a variety of approaches to infuse literacy and technology while integrating 21st Century Skills into lesson design. The role of ethics (both personal and professional) in the classroom will also be emphasized. *Prerequisite: Admission to the Educator Preparation Program. Corequisites: EDU 4110 and EDU 4174. This course is available to seniors in the fall. Four credits.*

EDU 4174. Internship I: Instructional Practices in Special Subjects K–12. Candidates will complete a 30-hour internship focused on applying research-based principles and differentiated instruction as well as integrating technology, literacy and writing process skills in the K–12 classroom. The candidates will teach lessons and work with individual students. The internship will allow candidates to be in classrooms in partner schools in preparation for Internship II. *Prerequisite: Admission to the Educator Preparation Program. Corequisites: EDU 4110 and either EDU 4172 or EDU 4173. This course is available to seniors in the fall. Two credits.*

EDU 4200. Multicultural Education in Diverse Society. 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. *Prerequisite:* Admission to the Educator Preparation Program. *This course is available to juniors in the fall and spring, 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.*

EDU 4230. Internship II in Elementary Education: Teachers as Leaders. This course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement in grades K–6. 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. *Corequisite:* EDU 4166. *Internship Fee:* \$100.00. *This course is offered to seniors in the spring. Eight credits.*

EDU 4240. Internship II in Special Education (K–12): Teachers as Leaders. This course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement in grades K–6. 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. *Corequisite:* EDU 4166. *Internship Fee:* \$100.00. *This course is offered to seniors in the spring. Eight credits.*

EDU 4245. Behavior management Techniques for Low Incidence 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. *Four credits.*

EDU 4250. Internship II in Middle Grades 6–9: Teachers as Leaders. This course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement in grades 6–9. 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 (LA, SS, Science, Mathematics). Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. *Corequisite:* EDU 4166. *This course is available to seniors in the spring. Internship Fee:* \$100.00. *Eight credits.*

EDU 4260. Internship II in Secondary Education 9–12: Teachers as Leaders. This course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement in grades 9–12. 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. *Corequisite:* EDU 4166. *This course is available to seniors in the spring. Internship Fee:* \$100.00. *Eight credits.*

EDU 4270. Internship II in Special Subjects K–12: Teachers as Leaders. This course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement in grades K–12. 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 (Art, Health/Physical Education, Spanish). Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. *Corequisite:* EDU 4166. *This course is available to seniors in the spring. Internship Fee:* \$100.00. *Eight credits.*

"I have been working with teachers for 17 years and I've seen thousands of teachers attend our program. I can honestly say your students rank with the best of those teachers. They have instilled in me a level of confidence for the future of our children".

—Mr. Dan Oates

Education Program Manager, NASA Space and Rocket Center, Huntsville, Alabama

EDU 4275. Internship in Education. This 30-hour field experience provides the opportunity for students to work in a professional or health-related setting in an educational or training capacity. Topics relevant to health education or the student's major area of interest will be the focus of the internship experience. *Prerequisite: Enrollment in the Health Education or Education Studies minor. Two credits.*

EDU 4280. Discipline and Classroom Management Issues for Middle Grade and Secondary Teachers. This course is designed to provide the necessary knowledge and skills for creating and maintaining positive classroom management and student behavior for middle and secondary students. Topics will include classroom organization, communicating clear rules and procedures, managing student work, facilitating cooperative group activities, identifying various types of problem behaviors within the classroom, conflict resolution and anger management strategies, and the establishment of a safe, orderly, and respectful learning environment for a diverse population of students. A focus will be placed on the unique social, physical, and emotional needs of the changing adolescent. *Prerequisite: Admission to the Educator Preparation Program. This course is available in the fall and spring. Two credits.*

EDU 4290. Instructional Strategies for the Adapted Curriculum II. 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.*

The following four courses lead to the add-on license in Academically Gifted and are being retained as 3 credit courses:

EDU 4360. The Gifted Child. An overview of the gifted child in our society and major educational interventions appropriate to adapt to the challenges presented by their unique learning needs. The characteristics, definitions, and identification of giftedness, curriculum modifications, and administrative changes needed in program design and delivery service are studied. Special emphasis is given to

the need for training related to the education of this target population. *Three credits.*

EDU 4390. Trends and Issues in Gifted Education. An overview of the most pressing issues in gifted education and the current trends in meeting the needs of these students. While topics may vary from time to time, these issues will likely be covered: intelligence, technology and the gifted child, problems with identification, enrichment and acceleration, ability grouping, creativity, and the handicapped child. *Three credits.*

EDU 4410. Curriculum Development and Differentiation for the Gifted. A review of the concept of giftedness in its various forms and an exploration of methods, materials, setting, and theories of teaching gifted students. This course focuses on ways to use assessment data to expand basic differentiation or curriculum elements (content, process, product, and learning environment) and integrative methods for designing appropriate learning experiences for gifted learners. The adaptation and extension of basic differentiation in the classroom based on the the Common Core State Standards and Essential Standards for North Carolina will be emphasized in the course as well as strategies for identifying student strengths, assessing mastery, ensuring accountability, and planning appropriate alternatives within the classroom. *Three credits.*

EDU 4420. Teaching and Learning Strategies for Gifted Education. This course is designed to provide in-depth knowledge regarding curriculum and program models used for effective instruction for students who are gifted. The effectiveness of various models will be addressed as well as specific instructional strategies utilized for gifted education. In addition, application of curriculum and program models to the extensions of the the Common Core State Standards and Essential Standards for North Carolina will be emphasized. *Three credits.*

The following courses have been approved for those candidates who have been admitted to the B.A. to M.Ed. Program in the School of Education:

EDU 4511. Technology Integrated Assessment for Elementary STEM Programs. This graduate-level course focuses on the integration of science, technology, engineering, and mathematics (STEM) into appropriately differentiated lessons for elementary students in grades K–6. Topics of study in which students will gain expertise include but are not limited to robotics, programming with Scratch and iCreate, interactive whiteboard applications for STEM,

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.

iPad applications for STEM, and Web 2.0 technologies. As part of the course, students will complete a STEM-infused curriculum project. *Three credits.*

EDU 4531. Literature and Informational Texts for Children and Young Adults. This graduate-level course includes a critical examination of the characteristics of successful literature programs and exploration of criteria for evaluating and selecting quality children's and young adult literature and informational texts across levels of text complexity and content for the purposes of enhancing teaching and learning. Emphasis will include critical and pedagogical issues in children's and young adult literature. Candidates will describe and develop theories of response to literature that integrate the language arts, technology, and visual/performing arts. *Prerequisite: Admission to the B.A. to M.Ed. Program. Corequisites: EDU 4532, EDU 4133, EDU 4134, and EDU 4110. Approved for Honors credit. Three credits.*

EDU 4532. Foundations of Writing Instruction. This course will examine process writing models, stages for encouraging writers to select, draft, revise, share, edit, and publish topics within a variety of genres. Strategies, use of literature for children and adolescents for establishing criteria of good writing demonstrated and evaluated. Writers' workshop, effective use of authentic reasons for writing, time, mini-lessons, teacher conferences, collaborative student revisions and editing groups. Strategies for teaching phonics, spelling, and grammar in context. Strategies for preparing for NC writing tests. Websites for supporting young writers and publishing their texts. Lesson/Unit planning required. *Prerequisite: Admission to the B.A. to M.Ed. Program in Elementary Education. Corequisites: EDU 4531, EDU 4133, EDU 4134, and EDU 4110. Approved for Honors credit. Three credits.*

EDU 4533. Integrated Principles of Science and Social Studies Instruction. This course is designed to enhance elementary teacher content knowledge and use of differentiated strategies in science and social studies. Candidates will gain content knowledge by practicing various methods of teaching integrated science and social studies and develop authentic applications in real-world situations. The unifying concepts of science will be integrated with the five themes of geography utilizing an inquiry-based approach throughout the course. Science areas covered will include: physical, life, earth/space, and technology. Social studies areas covered will include: geography, world and US history, political science, economics, anthropology, sociology and

psychology. The course will be taught using a place-based education approach with the environment as the unifying concept. *Prerequisite: Admission to the B.A. to M.Ed. Program in Elementary Education. Corequisites: EDU 4131, EDU 4132, EDU 4134, and EDU 4511. This course is available to seniors in the spring. Approved for Honors credit. Three credits.*

EDU 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 questions, 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 21st Century Classroom. Examination of low and high levels of assistive technology and



augmentative communication devices available to meet the needs of persons with intellectual disabilities. Building on this knowledge, participants will learn how to enhance instruction, assessment, accommodations, communications, and administrative duties. Collaboration with available community and school resources in conducting assistive technology assessment will be emphasized. *Prerequisite: Admission to the B.A. to M.Ed. Program in Intellectual Disabilities. Corequisites: EDU 3100, EDU 4144, and EDU 4245. Three credits.*

Health and Physical Education Courses

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.*

HED 1200. Nutrition & 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 & Relationships. This course provides concepts and information about human

sexuality including moral, physiological, psychological, and social aspects. A broad range of topics relevant to one's sexuality will be introduced including relationships, human anatomy, reproductive health, birth control, and sexual expression. *This course is available to sophomores in the spring. Four credits.*

HED 3100. Contemporary Health Issues. An overview of current health topics and trends in today's society. Special emphasis will be given to emotional health issues and consumer health topics such as distinguishing between reliable and unreliable sources of information and choosing quality health care services and products. *Prerequisite: Admission to the Educator Preparation Program. This course is available to juniors in the fall. Two credits.*

HED 3200. Women's Health Issues. This course provides concepts and information on health and medical issues that affect females. Including reproductive issues and choices that occur throughout a woman's lifetime. The course will also examine women's body image in society. *Prerequisites: HED 1200 or ATR 1150 and enrollment in the Health Education minor. 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. *Prerequisites: HED 1200 or ATR 1150 and enrollment in the Health Education minor. 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 1041. Spinning. This course is designed to introduce students to a program of cardiovascular fitness involving continuous, rhythmic exercise called Spinning. Students will learn proper setup and developing cardiovascular efficiency, strength, flexibility and on safety precautions. *This course is conducted off campus. Campus Course Fee: \$90. One credit.*



PEC 1071. Yoga I. This course is designed to teach students the basic discipline of yoga, which includes, the proper breathing, relaxation techniques and correct body positions. Students will learn to demonstrate yoga and develop a “vinyasa” or “flow” to their practice. *One credit.*

PEC 1072. Yoga II. This course is designed as a continuation of Yoga I, which includes, advanced breathing techniques, introduction to inversions, yoga myths, visualization and a brief discussion on philosophy. Students will learn to demonstrate the procedures of linking yoga asana with pranayama. *One credit.*

PEC 1081. Pilates. This course is designed to teach students the fundamental principles of Pilates mat exercises. Students will learn to demonstrate the essential/intermediate elements of form, technique, control for primary core conditioning and develop a balanced/cohesive program. *One credit.*

PEC 1082. Pilates Fusion. This course is designed to teach students the use of movements that have been adapted from classic Pilate’s principles, basic body shaping exercises and gentle plyometric movements. Students will learn a blend of Pilates, core exercises, light weights and miscellaneous exercise equipment to help in shaping, toning and defining their entire body. *One credit.*

PEC 1101. Bowling I. This course is designed to teach students the fundamentals of bowling. Students will learn rules, scoring, proper lane etiquette and basic skills related to approach, delivery, strikes and spares. *This course is conducted off campus. Campus Course Fee: \$80. One credit.*

PEC 1102. Bowling II. This course is designed for students that have completed the Bowling I course or are seeking skill improvement. Students will learn to build off the fundamental skills from Bowling I and introduced to more advanced skills and lane strategies. *This course is conducted off campus. Campus Course Fee: \$80. One credit.*

PEC 1121. Table Tennis/Badminton. This course is designed to teach students the fundamentals and skills of table tennis/badminton. Students will learn table tennis/badminton history, scoring, racket grips, strokes, footwork, tactics and rules/regulations in both singles and doubles play. *One credit.*

PEC 1122. Dodgeball/Kickball/Whiffle Ball. This course is designed to teach students the appropriate knowledge and skills in a variety of dodgeball/kickball/whiffle ball formats.

Students will learn techniques, safe practices and strategies along with improving their general physical fitness. *One credit.*

PEC 1131. Volleyball Court/Beach. This course is designed to teach students the fundamental skills of volleyball. Students will learn passing, setting, spiking, serving, game play, rules, safety, scoring and basic strategies. *One credit.*

PEC 1141. Frisbee Golf/Ultimate. This course is designed to improve cardiovascular fitness, muscular strength and endurance, flexibility, agility, coordination and body composition through playing Frisbee Golf/Ultimate Frisbee. *One credit.*

PEC 1152. Basketball. This course is designed to teach students a general knowledge of basketball. Students will learn the principles, techniques, safe practices, strategies and sportsmanship of basketball along with improving their skills and general physical fitness. *One credit.*

PEC 1172. Women’s Self-Defense. This class is designed to teach students the basic knowledge and skills of self-defense for women. Students will learn to demonstrate the basic knowledge/principles of self-protection, grappling/striking techniques, identify and perform effectively in dangerous situations. *This course is conducted off campus. One credit.*

PEC 1181. Brazilian Jiu Jitsu. This class is designed to teach students the basic knowledge and skills of Brazilian Jiu Jitsu. Students will learn to demonstrate the basic knowledge/principles of grappling, positions, submissions, executing techniques and strategies. *This course is conducted off campus. One credit.*

PEC 1191. Kickboxing I. This class is designed to teach students the basic knowledge and skills of American kickboxing. Students will learn to demonstrate the basic knowledge/principles of kickboxing, stances, footwork, executing techniques and strategies. *This course is conducted off campus. One credit.*

PEC 1192. Muay Thai Kickboxing. This class is designed to continue to build on the basic knowledge and skills of American kickboxing learned in the Kickboxing I course. The course is not for the novice student but designed for beginners to intermediate students that have had some prior experience training in kickboxing. *This course is conducted off campus. One credit.*

PEC 1211. Snow Skiing /Boarding. This course is designed to teach students the basic skills and safety

“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.”

—Aurthur Schopenhauer

of snow skiing/boarding. Students will learn snow skiing techniques/skills in traversing, turning, speed control, stopping and snowboarding techniques/skills in toe turns, heel turns, carving, skating, stopping, and various forms of “riding.” *This course is conducted off campus and runs for half a semester. Course Fee: \$129. One credit.*

PEC 1221. Whitewater Rafting. This course is designed to teach students the outdoor activity of whitewater rafting, as a conservationist and as a paddler. Students will travel to at least one overnight rafting trip. *This course is conducted off campus. Course Fee: \$200. One credit.*

PEC 1231. Sailing. This course is designed to teach students the basics of sailing a small craft, specifically a Sunfish. Students will learn rigging, capsizing, recovering a Sunfish, basic knots, points of sailing, parts of a sailboat, rules of the waterway and water safety. *This course is conducted off campus and runs for half a semester. Course Fee: \$100. One credit.*

PEC 1241. Fishing. This course is designed to teach students the fundamental skills of bait casting, spin casting, fly fishing and basic elementary angling techniques. *Course Fee: \$30. One credit.*

PEC 1251. Hiking. This course is designed to teach students the basic topics of comfort, equipment, clothing, safety/first aid and ethical issues involved in living with nature/wildlife that a beginner will need to know in order to begin hiking. The course will consist of a couple of required hiking trips. *One credit.*

PEC 1261. Wilderness Survival/Camping. This course is designed to teach students the basic topics of comfort, equipment, clothing, safety/first aid and ethical issues involved in living with nature/wildlife that a beginner will need to know in order to begin backpacking and camping. The course will consist of a required backing/camping trip. *One credit.*

PEC 1281. Horseback Riding. This course is designed to teach the students the basic principles of horseback riding as well as instruction in the care of the animal and the equipment. *This course is conducted off campus and runs for half a semester. Course Fee: \$150. One credit.*

PEC 1291. Target Archery. This course is designed to teach students the fundamentals and skills of archery. Students will learn about different bow selections, care of equipment, instruction/practice of shooting skills and the scoring in target archery. *One credit.*

PEC 1311. Weight Training I. This course is designed to teach students to use progressive weight resistance exercises as a means for body toning, and general strength development. Students will learn how to setup a workout program using weight machines and free weights. *This course is conducted off campus. Course Fee: \$80. One credit.*

PEC 1312. Weight Training II. This course is designed for students that have completed the Weight Training I course or have a basic understanding of weight lifting and conditioning. Students will learn to identify/understand the benefits of weight training, how weight training affects the body, learn intermediate to advanced level training routines for complete muscular development and learn to design/develop a balanced weight training program to meet their needs. *This course is conducted off campus. Course Fee: \$80. One credit.*

PEC 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 1401. Golf. This course is designed to teach students the basic skills of golf and will allow those who already play golf a chance to improve their skills. Students will learn the basics of hitting irons and woods will be covered, along with chipping and putting. *This course is conducted off campus. Course Fee: \$40. One credit.*

PEC 1412. Indoor Rock Climbing I. This course is designed for students with little to no rock climbing experience. Students will learn the fundamental skills in knot tying, belaying, movement techniques and safety procedures. *This course is conducted off campus and runs for half a semester. Course Fee: \$25. One credit.*

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

PEC 1413. Indoor Rock Climbing II. This course is designed for students that have completed the Indoor Rock Climbing I course or have a good foundation of climbing skills (i.e. able to pass a belay and knots test). Students will learn lead climbing, core tension principles, competition climbing and advanced skills in bouldering and climbing techniques. *This course is conducted off campus and runs for half a semester. Course Fee: \$25. One credit.*

PEC 1431. Gensei-Ryu Karate. This course is designed to teach students the Japanese/Okinawan self-defense discipline of Gensei-Ryu Karate-Do. Students will learn fundamental techniques, stances and self-defense. *Course Fee: \$50. One credit.*

PEC 1441. Fencing. This course is designed to teach students basic knowledge and skill development in fencing. Students will learn about fencing history, equipment, scoring, rules, basic offense/defense, footwork, tactics and conditioning. *This course is conducted off campus. One credit.*

PEC 1452. Ice Skating I. This course is designed for students that have little to no ice skating experience. Students will learn the basic skating skills such as falling properly, fundamentals of forward and backward skating, development of one foot gliding, beginning edge work and transitional turns. *This course is conducted off campus and runs for half a semester. Course Fee: \$125. One credit.*

PEC 1453. Ice Skating II. This course is designed for students that have completed the Ice Skating I course or are able to ice skate forward comfortably. Students will refine skills learned in Ice Skating I as well as be introduced to forward and backward crossovers, develop more advanced turning capabilities (three turns and Mohawks) and basic jump/spin techniques. *This course is conducted off campus and runs for half a semester. Course Fee: \$125. One credit.*

PEC 1462. Ice Hockey I. This course is designed for students that have little to no ice hockey skating experience. Students will learn the basic ice hockey skating skills such as falling properly, proper stance, scooter pushes, forward and backward skating, gliding turns, moving stops, C-cuts and crossovers. *This course is conducted off campus and runs for half a semester. Course Fee: \$125. One credit.*

PEC 1463. Ice Hockey II. This course is designed for students that have completed the Ice Hockey I course or are able to ice skate forward comfortably. Students will refine skills learned in

Ice Hockey I as well as be introduced to stick handling skills and team play concepts. *This course is conducted off campus and runs for half a semester. Course Fee: \$125. One credit.*

PEC 1501. Gymnastics/Trampoline I. This course is designed to teach students basic gymnastics and trampoline skills. Students will learn aerobic activities and exercises/movements that can improve core strength, physical fitness, coordination, balance and aerobic capacity. *This course is conducted off campus and runs for half a semester. Course Fee: \$25. One credit.*

PEC 1502. Gymnastics/Trampoline II. This course is designed for students that have completed the Gymnastics/Trampoline I course or have a basic understanding of gymnastics and trampoline skills. Emphasis will be placed on having students understand how these basic and advanced movements, flexibility, strength and balance activities can be utilized in everyday life as part of a fitness routine. *This course is conducted off campus and runs for half a semester. Course Fee: \$25. One credit.*

PEC 1601. Racquetball. This course is designed to teach students the fundamental skills and knowledge of racquetball in order to participate at a recreational level. Students will learn the rules, scoring, equipment usage, techniques, and strategies. *Course Fee: \$15. One credit.*

PEC 1652. Softball. This course is designed to provide students with the appropriate general knowledge and skills in softball. Principles, techniques, safe practices, strategies and sportsmanship of softball will be taught throughout the course. *One credit.*

PEC 1701. Tennis I. This course is designed to teach students the basic skills of tennis and will allow those who already play tennis a chance to improve their skills against comparative skill levels. *Course Fee: \$20. One credit.*

PEC 1721. Tennis II. This course is designed for students that have completed Tennis I or have an intermediate to advanced skills level. The course will offer improvement for the less advanced skilled and offer drills/competition for the more skilled. *Course Fee: \$20. One credit.*

PEC 1801. Swimming I. This course is designed to teach students the fundamentals of swimming, diving and turns. Students will learn aquatic personal safety, survival in and around water along with learning basic strokes needed to enjoy a lifetime of fun in aquatic environments. *One credit.*



PEC 1811. Swimming II. This course is designed for students that have completed Swimming I or that can easily perform the fundamentals of swimming, diving and turns. Students will learn aquatic personal safety, survival in and around water along with improving on the basic strokes needed to enjoy a lifetime of fun in aquatic environments. *One credit.*

PEC 1821. Musical Theatre Dance. This course is designed to teach students stage movement as an introductory acting class designed to develop the actor's physical resources as elements of characterization. Students will learn exercises exploring kinesthetic awareness, basic juggling/balancing skills and work in basic hand-to-hand stage combat techniques. *One credit.*

PEC 1831. Lifeguarding. This course is designed to train students in the skills and duties they will need to become a lifeguard. Upon successful completion of the course students will be certified as Lifeguards. *Two credits.*

PEC 1841. Water Safety Instructor. This course is designed to train students in techniques of teaching swimming strokes and related skills. Upon successful completion of the course students will be certified as American Red Cross Water Safety Instructors. *One credit.*

PEC 1851. Scuba Diving. This course is designed to introduce the student to the theory and practical use of SCUBA (Self Contained Underwater Breathing Apparatus). The course includes classroom, pool sessions and four Open Water checkout dives which upon successful completion of the course, students will receive an Open Water Diver Certification from the Professional Association of Diving Instructors (PADI). *Course Fee: \$225. One credit.*

PEC 1852. Scuba Diving II. This course is designed for students that have completed the Scuba Diving I course or have received the basic Open Water Diver certification or a certification equivalent. This course will introduce the certified diver to advanced techniques in SCUBA (Self Contained Underwater Breathing Apparatus). This course includes classroom and pool sessions as well as four Open Water dives which upon successful completion of the course, the student will receive Advanced Open Water Diver Certification from the Professional Association of Diving Instructors (PADI). *Course Fee: \$225. One credit.*

PEC 1861. Aqua Fitness. 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. Fieldwork is Required. Four credits.*

PEC 2201. Individual Sports: Skill Development and Analysis. This course provides active learning and practice time for the acquisition of skills for the following individual sports: golf, racquetball, dance, tennis, badminton, movement and tumbling and fitness. Skill level analysis and interventions will also be addressed. Students will be evaluated on improvement using a pre/post-test design. *This course is available to sophomores in the fall and is required for the Minor in Athletic Coaching. Four credits.*



PEC 3100. Trends and Issues of Teaching Elementary Physical Education. This course will address contemporary issues that physical educators will face in the elementary school. Topics covered include best practices in classroom management, diversity, safety and legal liability, parent/community relationships, and student participation in extracurricular activities. *Prerequisites:* PEC 2100 and Admission to the Educator Preparation Program. *This course is available to juniors in the fall. Four credits.*

PEC 3101. The Application of Physical Education in the Elementary Setting. This course covers the application of skill-related issues affecting the teaching of physical education to elementary aged children. Topics include an introduction to the curriculum standards in grades K–6, specialized programs such as ‘SPARK’, assessment, health and fitness promotion and biomechanics. *Prerequisites:* PEC 2100 and Admission to the Educator Preparation Program. *Corequisite:* PEC 3100. *This course is available to juniors in the fall. Four credits.*

PEC 3110. Responsibilities in Athletic Coaching. This course is designed to inform students about the profession of athletic coaching and emphasizes interscholastic level programs, including youth and collegiate coaching. Different sports will be highlighted along with coaching philosophies, coaching styles, and administrative duties. *This course is available in the fall and is required for the Minor in Athletic Coaching. Four credits.*

PEC 3200. Trends and Issues in Teaching Adolescent Physical Education. This course will address contemporary issues that physical educators will face in the secondary school setting. Topics covered include best practices in classroom management, diversity, safety and legal liability, parent/community relationships, and managing teaching and coaching activities. *This course is available to juniors in the spring. Four credits.*

PEC 3201. Adolescent Motor Development and Assessment. The focus of this course is to examine the skill related issues that impact teaching middle and secondary students. Particular emphasis is placed adolescent motor development and its assessment, curriculum based authentic assessment procedures, and rubric development. *Prerequisite:* Admission to the Educator Preparation Program. *This course is available to juniors in the spring. Two credits.*

PEC 3202. Strength & Fitness Promotion. This course is an introduction to the proper techniques used in weight training for middle and secondary programs.

Various strategies of fitness promotion, bioenergetics, and biomechanics of resistance exercise will be highlighted. *Prerequisite:* Admission to the Educator Preparation Program. *This course is available to juniors in the spring. Two credits.*

PEC 3210. Coaching and Officiating in Varsity Athletics. This course is designed for students who are interested in the professions of coaching or officiating at the middle school, secondary or collegiate level. Coaching techniques, strategies, budgeting, scheduling, and guidelines will be applied to specific sports. *This course is available in the spring and is required for the Minor in Athletic Coaching. Four credits.*

PEC 4210. Coaching Field Experience I. This 60-hour field experience provides the opportunity to work with coaches and teams during the season of practice and play. For non-majors, the venue may be a non-school setting, such as YMCA, recreation center, camp life, or club team. *This course is available in the fall and spring and is required for the Minor in Athletic Coaching. Two credits.*

PEC 4211. Coaching Field Experience II. This 60-hour field experience is a continuation of PEC 4210 for completion of the minor in athletic coaching. Students will have the opportunity to gain additional experience working directly with coaches and teams in settings such as the local schools, YMCA, recreation center, camp life, or club team. *This course is required for the Minor in Athletic Coaching. Two credits.*

The following courses are options for non-degree seeking lateral entry teachers:

LEA 2020. Psychology of Development in Education. An analysis of theories and principles related to the social, psychological, and physical development of students. Relationships among patterns of student maturation, learning styles, and characteristics of educational environments are emphasized. *Three credits.*

LEA 2450. Introduction to Special Education. An introduction to the psychological and educational characteristics of the major types of exceptionalities, including learning disabilities, mental disabilities, behavioral/emotional disabilities. The special needs of individuals with speech, hearing, visual, and physical disabilities will also be covered, as well as special education issues and services. *Three credits.*

LEA 3160/3170. Literacy and Learning I and II: MGE/Secondary/K–12 Level. The course is designed to prepare teachers in content areas to utilize reading as an instructional process. Emphasis is placed on the application of appropriate methods, principles, materials and guidelines for teaching reading. Diagnosis of reading problems and technologies for correcting these problems are included. *Three credits.*

LEA 3260, 3270, 3280, 3290. Educational Psychology. Elementary Grades, Middle Grades, Secondary Grades and Specialty Areas. The application of theories and principles of psychology to elementary, middle, secondary grades or specialty area. Topics include learning theories, human relations skills, techniques of management and discipline, principles of guidance, and assessment of ability and achievement. *Three credits.*

LEA 3400. Methods of Teaching Mildly Disabled Students in General Education. This course explores the various teaching methodologies for individuals with mild disabilities. An emphasis is placed on research-based methods and procedures that lead to successful instruction in academic areas, social skills, and positive behavior. *Three credits.*

LEA 3840, 3850, 3860, 3870. Methods of Instruction in Middle Grades Education. Language Arts, Mathematics, Science, Social Studies. Students with discipline specialties focus on goals formulation, unit planning for grades 6–9, instructional methods, resource selection and evaluation procedures. Application of theoretical understanding and skills is achieved through micro-teaching lessons and field experiences component. Evaluation of computer and other technological software and non-print media will comprise the educational technology experience. *Three credits.*

LEA 3910, 3920, 3940, 3950. Methods of Instruction in Secondary Education. English, Mathematics, Science, Social Studies. Students with discipline specialties focus on goals formulation, unit planning for grades 9–12, instructional methods, resource selection and evaluation procedures. Application of theoretical understanding and skills is achieved through micro-teaching lessons and field experiences component. Evaluation of computer and other technological software and non-print media will comprise the educational technology experience. *Three credits.*

LEA 3960, 3970. Methods of Instruction in Special Subjects. Art Education, Health/Physical Education. Students with discipline specialties focus on goals formulation, unit planning for grades K–12, instructional methods, resource selection and evaluation procedures. Application of theoretical understanding and skills is achieved through micro-teaching lessons and field experiences component. Evaluation of computer and other technological software and non-print media will comprise the educational technology experience. *Three credits.*

LEA 4801. ILT Support–I. A post baccalaureate experience for recent graduates in teacher education, lateral entry teachers, or current teachers recommended for additional corrective support by their ILT coordinators. Enrollment in this course provides the classroom teacher with a semester of classroom observation and feedback by a university supervisor in the areas of instructional planning, assessment, and classroom management. *Two credits.*

LEA 4802. ILT Support-II. A continuation of EDU 4801 which provides recent graduates in teacher education, lateral entry teachers, or current teachers recommended for additional corrective action by their ILT coordinators an additional semester of classroom observation and feedback by a university supervisor. Instructional planning, assessment, and classroom management will be emphasized. *Two credits.*



The School of Health Sciences

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The School of Health Sciences at High Point University comprises four outstanding departments:

- The Department of Athletic Training is poised to become one of the first programs in the country to transition to the Master of Science in Athletic Training degree. Students will be fully prepared for a rewarding career in athletic training by completing a curriculum that is rooted in basic sciences, emergency care, orthopedic injury assessment and diagnosis, and therapeutic interventions.
- The Department of Exercise Science offers the B.S. degree in Exercise Science. Students interested in pursuing a career in exercise science can choose one of three concentrations designed to prepare the next wave of professional practitioners in Biomechanics, Exercise Physiology, and Health and Wellness. At the end of their chosen course of study, students will be prepared to take certifying examinations offered by the American College of Sports Medicine (ACSM) or the National Strength and Conditioning Association.
- 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. As it develops the curriculum for a proposed Doctor of Physical Therapy degree, the Department of Physical Therapy aims to prepare students to be world-class scholars and practitioners in the field 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.



Daniel E. Erb, P.T., Ph.D.
Dean of the School of Health Sciences

School of Health Sciences

Dr. Daniel Erb, *Dean*; Dr. Eric Hegedus, *Chair, Department of Physical Therapy*; Dr. Jolene Henning, *Chair, Department of Athletic Training*; Dr. Tony Kemerly, *Chair, Department of Exercise Science*; Dr. Linda J. Sekhon, *Chair, Department of Physician Assistant Studies*; Dr. Mark Archambault; Dr. Sara Arena; Ms. Ashlyn Bruning; Ms. Julienne S. Connor; Dr. Jillian Davis; Dr. Steven Dischiavi; Dr. Kevin R. Ford; Dr. Nancy Groh; Ms. Robin R. Hughes; Mr. James C. Johnson, III; Dr. Matthew Kuennen; Dr. Sheri D. Lim; Dr. Stephen Meyers; Dr. Anh-Dung Nguyen; Dr. David Pitonzo; Dr. Kimberly Reich; Dr. James M. Smoliga; Dr. Kyle Sunderland; Dr. Dan Tarara; Dr. Jeffrey B. Taylor; Ms. Erica P. Thornton; Dr. Roger A. Vaughan; Ms. Elyse Watkins; Dr. Alexis Wright.

The 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 School of Health Sciences will be recognized nationally and internationally, as an exemplary model for the integration and translation of interdisciplinary knowledge into the preparation of exceptional scholars and healthcare professionals, who are committed to providing evidence-based clinical services across the continuum of care.

Mission Statement

Through excellence in teaching, scholarship, evidence-based clinical practice and community engagement, the School of Health Sciences advances client- and patient-centered care across the lifespan, by educating and preparing exceptional scholars and compassionate healthcare professionals who are dedicated to life-long learning and an interdisciplinary approach to achieving optimal outcomes.

Values Statement

The core values that drive the School of Health Sciences are:

- student-centered education
- diversity and individuality
- wellness
- evidence-based client and patient services
- collaboration
- ethics
- transparency
- professionalism
- integrity
- life-long learning
- collegiality
- fiscal responsibility
- community engagement

Degree Requirements

The School of Health Sciences offers the B.S. degree in Exercise Science and a 3 + 2 M.S.A.T. degree in Athletic Training. To graduate from High Point University with these degrees, students must complete the following:

B.S. in Exercise Science

Major Requirements	40-68 credits*
University Core Requirements.....	50 credits
Electives	22 credits
TOTAL.....	128 credits

*Biomechanics and Exercise Physiology concentrations = 68 credits; Health & Wellness concentration = 40 credits.

M.S.A.T. in Athletic Training

Pre-Professional Requirements	56 credits
University Core Requirements.....	50 credits
Professional Requirements.....	70 credits
TOTAL.....	176 credits

Department of Athletic Training

Dr. Jolene Henning, *Chair*; Dr. Nancy Groh; Dr. Anh-Dung Nguyen; Ms. Erica P. Thornton.

Vision Statement

The High Point University Department of Athletic Training will be nationally recognized as an exemplary model for preparing compassionate clinicians who are leaders in the delivery of evidence-based healthcare for the physically active population across the lifespan.

Mission Statement

Through an innovative inter-professional education model that emphasizes evidence-based clinical decision making and patient-oriented research, utilizes state-of-the-art technology, and provides unique clinical experiences the High Point University Department of Athletic Training prepares exceptional athletic trainers who are uniquely qualified to excel within a dynamic healthcare system.

B.S. in Athletic Training

The Bachelor of Science in Athletic Training has been discontinued and will not be accepting new students. The following section of the Bulletin summarizes the learning outcomes and degree requirements of the B.A. in Athletic Training for current Athletic Training students who are in the process of completing the program.



Student Learning Outcomes

Upon completing the Athletic Training Program at High Point University, students will:

1. Pass the national Board of Certification (BOC) examination to become a certified athletic trainer.
2. Demonstrate proficiency of the National Athletic Trainers' Association Education Competencies.
3. Embody the athletic training foundational professional behaviors.
4. Demonstrate evidence-based healthcare practices across the continuum of care by translating didactic knowledge and psychomotor skills into clinical decision making.
5. Demonstrate knowledge, skills, behaviors, and attitudes to achieve optimal health outcomes in diverse patient populations with a variety of healthcare needs.
6. Be able to critically analyze the athletic training body of knowledge and interpret its impact on the profession.

Requirements for the B.S. in Athletic Training (68 Credits)

To graduate with the B.S. degree in Athletic Training, students must complete the following:

- ATR 1150. Health & Nutrition (4)
- ATR 1211. Introduction to Athletic Training (4)
- ATR 1300. Medical Terminology (1)
- ATR 1311. Emergency Care (4)
- ATR 2101. Lower Extremity Injury Assessment (3)
- ATR 2111. Lower Extremity Injury Assessment Laboratory (1)
- ATR 2117. Athletic Training Clinical Experience I (1)
- ATR 2202. Upper Extremity/Injury Assessment (3)
- ATR 2217. Athletic Training Clinical Experience II (1)
- ATR 2222. Upper Extremity Injury Assessment Laboratory (1)
- ATR 2130. General Medical & Pharmacology (2)
- ATR 2230. Psychosocial Aspects in Athletic Training (2)
- ATR 2231. Organization, Administration, Ethics in Athletic Training (2)
- ATR 3101/3101L. Therapeutic Modalities (4)
- ATR 3117. Athletic Training Clinical Experience III (1)
- ATR 3202/3202L. Therapeutic Exercise & Manual Techniques (4)
- ATR 3217. Athletic Training Clinical Experience IV (1)
- ATR 4117. Athletic Training Clinical Experience V (1)
- ATR 4180. Seminar in Athletic Training (4)
- ATR 4200. Applied Neuromuscular and Biomechanical Concepts (3)

- ATR 4217. Athletic Training Clinical Experience VI (1)
- BIO 2070. Human Anatomy (4)
- BIO 2060. Human Physiology (4)
- EXS 2200. Exercise Physiology (4)
- EXS 2300. Biomechanics (4)
- EXS 3200. Exercise Testing and Prescription (4)

Course Descriptions

ATR 1150. Health and Nutrition. An introduction to the basic concepts involved in making healthy behavior choices. Topics included are regular physical activity, proper nutrition, stress management, substance abuse, disease prevention, human sexuality, and reproduction. *Four credits.*

ATR 1211. Introduction to Athletic Training. A lecture and clinical experience providing an introduction to the field of athletic training. Students will study and demonstrate entry-level knowledge relating to the foundations of athletic training profession, the responsibilities of the sports medicine team, injury prevention techniques, conditioning techniques, mechanisms of sports trauma, bloodborne pathogens, foundations of sports trauma, pathology, tissue healing, and basic injury management. The laboratory component of the course will provide students the opportunity to learn and demonstrate psychomotor skills related to basic injury prevention and management techniques. *Four credits.*

ATR 1234. First Aid and CPR. It is the purpose of this course to develop the student's knowledge and understanding of emergency techniques to assist others in case of injury or sudden illness. Students will also develop an understanding of the indicated and contraindicated action steps to take in common emergency situations. *Two 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 1311. Emergency Care. A lecture and clinical experience pertaining to the introduction of emergency and immediate care of athletic injuries and illnesses. Students will study and demonstrate knowledge related to medical emergencies, physical trauma, various disease pathologies, bleeding, respiratory and cardiac emergencies,



and transportation of the injured will be explored. Student will also learn and demonstrate psychomotor skills relating to first aid techniques, CPR, and AED. Upon completion students will be certified in CPR/AED for the Professional Rescuer. *Four credits.*

ATR 2101. Lower Extremity Injury Assessment. A lecture course providing an in-depth study of advanced athletic training concepts and skills related to the clinical assessment of the lower extremity, lumbar spine, reproductive organs and abdominal injuries. This course will include an exploration of the injury/etiology, pathology, tests and measures, and referred pain patterns associated with specific injuries. *Prerequisites: BIO 2070 and ATR 1211 or permission of the instructor. Three credits.*

ATR 2111. Lower Extremity Injury Assessment Laboratory. A clinical laboratory experience providing an in-depth study of advanced athletic training concepts and psychomotor skills related to the clinical assessment of the lower extremity, lumbar spine, reproductive organs and abdominal injuries. This course will include an exploration of the injury/etiology, pathology, tests and measures, and referred pain patterns associated with specific injuries. *Prerequisite: Admission to the Athletic Training Education Program. One credit.*

ATR 2117. Athletic Training Clinical Experience I. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. *Prerequisite: Admission to the Athletic Training Education Program. One credit.*

ATR 2130. General Medical & Pharmacology. An exploration of the physical, mental, and social health problems seen in the physically active individual, emphasizing the recognition of signs, symptoms, and predisposing conditions related to the specific illness or disease. This course will include the pharmacological treatment for these conditions and the indications, contraindications, precautions and interactions of commonly prescribed and over-the-counter medications. *Prerequisite: ATR 1211. Two credits.*

ATR 2202. Upper Extremity Injury Assessment. A lecture providing an in-depth study of advanced athletic training concepts and skills related to the clinical assessment of the upper extremity, thoracic region, cervical spine, and head. This course will include an exploration of the injury/etiology, pathology, tests and measures, and

referred pain patterns associated with specific injuries. *Prerequisites: BIO 2070 and ATR 1211 or permission of instructor. Three credits.*

ATR 2217. Athletic Training Clinical Experience II. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. *Prerequisite: Admission to the Athletic Training Education Program. One credit.*

ATR 2222. Upper Extremity Injury Assessment Laboratory. A clinical laboratory experience providing an in-depth study of advanced athletic training concepts and psychomotor skills related to the clinical assessment of the upper extremity, thoracic region, cervical spine, and head. This course will include an exploration of the injury/etiology, pathology, tests and measures, and referred pain patterns associated with specific injuries. *Prerequisite: Admission to the Athletic Training Education Program. One credit.*

ATR 2230. Psychosocial Aspects in Athletic Training. A study of the psycho-social foundations of athletic training, including psychosocial issues and trends, skills and applications, systematic referrals, substance abuse issues, disordered eating, psychological response to injury, mental health issues, catastrophic injuries, nutritional supplements, and age related differences. This course will enhance the understanding of dealing with clients with various psychosocial issues that may be encountered by the athletic trainer. *Prerequisite: ATR 1211. Two credits.*

ATR 2231. Organization, Administration, Ethics in Athletic Training. A lecture course providing an overview of the policies and procedures relating to managing an athletic training room or sports medicine clinic. The course will include facility design, budgetary processes, organization of pre-participation physical examinations, record keeping, and developing an understanding of legal issues, personnel, event coverage, computer-based information management and insurance issues such as filing/tracking claims and third-party reimbursement. *Prerequisite: ATR 1211. Two credits.*

ATR 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

ATR/3101/3101L. Therapeutic Modalities. A lecture and laboratory experience focusing on the theory, principles, techniques and application of therapeutic modalities in the treatment of injuries seen in the physically active individual. This course will include a

discussion of the physiological effects, indications, contraindications, dosage, and maintenance for each modality, including electrotherapy, ultrasound, diathermy, infrared, cold therapies, heat therapies, and various mechanical modalities. *Prerequisites: BIO 2070 and ATR 1211, or permission of instructor. Four credits.*

ATR 3117. Athletic Training Clinical Experience III. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. *Prerequisite: Admission to the Athletic Training Education Program. One credit.*

ATR/3202/3202L. Therapeutic Exercise & Manual Techniques. The theory and application of the principles associated with therapeutic exercise throughout the rehabilitation process in relation to the physically active individual. This course will include a discussion of various rehabilitation techniques and procedures to address the needs of the patient focusing on attaining normal range of motion, strength, flexibility, proprioception and balance, cardiovascular endurance, agility, coordination, and the functional return to sport or activity. *Prerequisites: BIO 2070 and ATR 1211, or permission of instructor. Four credits.*

ATR 3217. Athletic Training Clinical Experience IV. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. *Prerequisite: Admission to the Athletic Training Education Program. One credit.*

ATR 4000. Undergraduate Research Experience. 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. *Prerequisite: Permission of the instructor and the department chair. One to four credits. May be repeated up to 8 credits.*

ATR 4117. Athletic Training Clinical Experience V. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. *Prerequisite: Admission to the Athletic Training Education Program. One credit.*



ATR 4180. Seminar in Athletic Training. A reading and writing intensive course that focuses on critical analysis of important issues central to athletic training. Topics to be covered will be based upon current, positional statements, peer-reviewed literature, and conference proceedings. Emphasis will be placed on critical thinking skills, independent research and scholarly writing.

Prerequisite: Admission to the Athletic Training Education Program. Four credits.

ATR 4200. Applied Neuromuscular and Biomechanical Concepts. This course provides an in-depth exploration and application of the biomechanics and neuromuscular concepts of injury evaluation, therapeutic interventions, and corrective exercise plans for patients across the lifespan. *Prerequisite: ATR 3202/3202L. Three credits.*

ATR 4217. Athletic Training Clinical Experience VI. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. *Prerequisite: Admission to the Athletic Training Education Program. One credit.*

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

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

On May 20, 2015 the Commission on Accreditation of Athletic Training Education (CAATE) and the National Athletic Trainers' Association (NATA) jointly announced that minimum requirements in athletic training education will be elevated to the master's degree level. High Point University has anticipated this announcement and has positioned itself to be on the leading edge of this transition to graduate education. Pending approval from the Southern Association of Colleges and Schools Commission on Colleges, the following curriculum will replace the discontinued B.S. in Athletic Training.





3 + 2 M.S.A.T. Degree Program

The 3 + 2 M.S.A.T. degree program allows students to complete a Master of Science in Athletic Training degree in combination with the B.S. in Exercise Science (Health and Wellness Concentration) in only 5 years (3 pre-professional years plus 2 professional years leading to two separate degrees). This enrollment option is designed for the traditional residential college student interested in a liberal arts experience combined with professional education in athletic training.

The B.S. in Exercise Science (Health and Wellness Concentration) will be granted in December of the 4th year of study; however, students will have completed all general education and exercise science major requirements by the end of the 3rd year of study (102 credits). The remaining 26 credits required to earn the B.S. degree will be earned through graduate level courses in athletic training taken in the summer between the 3rd and 4th year and during the fall of the 4th year of study.

The Master of Science in Athletic Training is awarded at the end of the 5th year of study and the completion of 44 additional graduate credits in athletic training. The M.S.A.T. is a year-round, 24 month curriculum that focuses entirely on athletic training professional content and hands-on patient care experiences. The M.S.A.T. requires continuous enrollment and is uniquely designed to teach students how to function in an inter-professional healthcare team that mimics the real dynamic health systems in which they will work. Students will engage in common courses with other graduate students in Physician Assistant Studies, Physical Therapy, and Pharmacy.

In-Depth Curriculum

During the 3 pre-professional years of study, students focus on University general education requirements, core courses in exercise science, and courses required in the health and wellness concentration. This curricular design allows students to become fully immersed in the liberal arts experience while gaining valuable insights to sociocultural aspects of health and wellness that are germane to patient care experiences in athletic training.

The M.S.A.T. curriculum consists of two professional years of study and is rooted in basic sciences, emergency care, orthopedic injury assessment and diagnosis, and therapeutic interventions while offering advanced coursework in gross

anatomy with cadaver dissection, clinical decision making, applied neuromuscular and biomechanical concepts, orthopedic casting and bracing, optimizing athletic performance, and pathophysiology. The unique curriculum is enhanced through the use of high fidelity patient simulators, state-of-the-art motion analysis equipment, and exceptional clinical facilities. Students will gain in-depth knowledge of evidence-based clinical practice and gain experiences in clinical decision making that are synthesized across concepts spanning the full scope of practice of an athletic trainer with particular focus on musculoskeletal assessment/diagnosis and therapeutic interventions.

The professional phase of the 3+2 program requires 70 credits of graduate coursework that is completed over the course of 24 months and requires continuous enrollment. Didactic and clinical courses are sequenced to allow for the greatest amount of depth in both content and clinical application. Students will complete five semesters of patient care experience including two rotations of full-time clinical immersion. ATR-5245, ATR-5345, and ATR-6345 include 14 weeks of clinical experience each and will occur in the High Point region. These clinical experience courses will be completed concurrently with didactic coursework and include clinical rotations with athletic trainers, physicians and other health care providers in family practice and/or orthopedics clinics, high schools, and community-based settings in the High Point region. The full-time clinical rotations occur without competing face-to-face courses. This will allow students to gain experience within the athletic trainer's full scope of patient care with collegiate or adolescent athletes. Students will complete a 4 week full-time clinical experience focused on orthopedic evaluation and rehabilitation (ATR-6145 Athletic Training Clinical Experience III) during the summer between the first and second professional year (PY1 and PY2). This rotation does not have to be completed in the High Point region and will allow students to gain experience around the country if so desired. In addition, students will complete two 10–12 week, full-time clinical immersion experiences in the second professional year. These clinical rotations will occur within a 2 hour radius of High Point University and will require students to secure their own housing arrangements. Students will complete didactic courses through an intense schedule at the end of the fall semester and have class one day per week in the spring semester of the second professional year.



Plan of Study

To complete the B.S. in Exercise Science (Health and Wellness Concentration) and the M.S.A.T. in five years, students will adhere to the following plan of study.

Pre-Professional Year 1*

Fall (17 credits)	BIO/EXS 2070. Human Anatomy (4)
	EXP 1101. President’s Seminar (1)
	ARTS requirement (4)
	ENG 1103. Composition (4)
	MTH 1400. Pre-Calculus (4) or MTH 1410. Calculus (4)
Spring (17 credits)	BIO/EXS 2060. Human Physiology (4)
	FYS 1000. First Year Seminar (4)
	HST History requirement (4)
	EXS 2100. Analysis & Critique (4)
	PEC Activity Course (1)

*Specific general education sequence may vary based on freshmen year placement and course availability.

Pre-Professional Year 2

Fall (17 credits)	CHM 1010. General Chemistry I (3)
	CHM 1011. General Chemistry I Lab (1)
	English Literature Requirement (4)
	Foreign Language I Requirement (4)
	Social Science I Requirement (4)
	ATR 1300. Medical Terminology (1)
Spring (17 credits)	Ethics Requirement (4)
	Religion Requirement (4)
	EXS 2200. Exercise Physiology (4)
	Foreign Language II Requirement (4)
	ATR 2100. Responding to Emergencies (2)
Summer (4 credits)	Social Science I Requirement (4) [†]

[†] Summer school may not be required, depending on whether students matriculate with results of placement tests, acceptance of advanced placement credit, etc. Students should work closely with their advisors to determine if summer school will be required.

Pre-Professional Year 3

Fall (16 credits)	PHY 1510. General Physics I (3)
	PHY 1511. General Physics I Lab (1)
	EXS 4275. Sport Nutrition (4)
	EXS 4400. Health Behavior Change (4)
	Global Studies Requirement (4)
Spring (17 credits)	EXS 3200. Exercise Testing & Prescription (4)
	EXS 2300. Biomechanics (4)
	EXS 4650. Physical Activity Epidemiology (4)
	EXS 4600. Sociocultural Aspects of Obesity (4) or EXS 4675. The Body and Identity (4)
	ATR 2200. Clinical Observation in Athletic Training (1) [^]

[^] This course may be taken in either the fall or spring semester of the third year.

Professional Year 1

Summer (12 credits)	ATR 4999/5000. Gross Anatomy (5)
	ATR 4901/5101. Foundations of Professional Practice (1)
	ATR 4900/5100. Fundamental Skills in Athletic Training (2)
	ATR 4902/5102. Prevention & Care of Emergency Medical Conditions (4)
Fall (14 credits)	ATR 4915/5215. Musculoskeletal Assessment and Diagnosis I (4)
	ATR 4916/5216. Musculoskeletal Assessment and Diagnosis II (4)
	ATR 4925/5225. Clinical Decision Making I (2)
	ATR 4935/5235. Evidence Based Practice I (1)
	ATR 4945/5245. Athletic Training Clinical Experience I (2)
Spring (14 credits)	ATR 5315. Therapeutic Interventions I (4)
	ATR 5316. Therapeutic Interventions II (4)
	ATR 5325. Clinical Decision Making II (2)
	ATR 5335. Evidence Based Practice II (1)
	ATR 5345. Athletic Training Clinical Experience II (3)

Professional Year 2

Summer (8 credits)	ATR 6101. General Medical Conditions (3)
	ATR 6102. Pathophysiology (3)
	ATR 6145. Athletic Training Clinical Experience III (2)
Fall (12 credits)	ATR 6215. Leadership and Management in Athletic Training (3)
	ATR 6217. Advanced Neuromuscular Concepts (3)
	ATR 6235. Evidence Based Practice III (2)
	ATR 6245. Athletic Training Clinical Experience IV (3)
	ATR 6255. Inter-Professional Seminar I (1)
Spring (10 credits)	ATR 6315. Optimizing Athletic Performance (3)
	ATR 6316. Clinical Topics in Sports Medicine (2)
	ATR 6317. Seminar in Athletic Training (1)
	ATR 6345. Athletic Training Clinical Experience V (3)
	ATR 6355. Inter-professional Seminar II (1)

Admissions Process

Matriculation in to the M.S.A.T. degree requires a secondary admission process. Once admitted to High Point University as an undergraduate, students will declare a major in Exercise Science/Pre-Athletic Training (BS.EXS.ATR). Students will formally apply to the M.S.A.T. degree early in the spring of their third pre-professional year (i.e., junior year). Students on the 3+2 track are given priority admission over students applying to the 2 year M.S.A.T. from outside High Point University. Students who meet the requirements to continue their course of study will progress into the graduate phase of their education. Students who do not progress will continue in a course of study resulting only in a Bachelor of Science in Exercise Science with the health and wellness concentration. Students who do not continue matriculation into the M.S.A.T. will use their fourth year of study to complete undergraduate elective courses of their choice.

During the third pre-professional year (i.e., junior year) students will submit their formal application to the professional phase of the 3+2 program through the Athletic Training Common Application System (AT-CAS) before January 1st. Admission to the M.S.A.T. will be based on the following criteria:

1. Overall undergraduate GPA 3.0 or greater.
2. C or better preferred in the following courses from four year institutions:
 - Human Anatomy with Lab
 - Human Physiology with Lab
 - General Chemistry I with Lab
 - General Physics I with Lab
3. B or better preferred in the following coursework. Please submit the course syllabi to verify content requirements. Applicants are encouraged to review the course descriptions for the following courses available at High Point University in order to ensure appropriate content is included:
 - Medical Terminology*
 - Exercise Physiology*
 - Sport Nutrition*
 - Health Behavior Change*
 - Biomechanics*
 - Exercise Testing and Prescription*

**Courses may be in-progress at the time of application and admission is contingent upon completion with a grade of B or better.*

4. Signed documentation of a minimum of 50 hours of clinical observation under the direct supervision of a certified athletic trainer.
 5. Current certification in either American Red Cross Professional Rescuer CPR or American Heart Association Basic Life Support for Health Care Providers.
 6. Non-native speakers of English with international transcripts, regardless of U.S. citizenship, must validate proficiency in the English language. Applicants may submit a satisfactory score on a language proficiency test. If the TOEFL is the chosen test, the minimum required score depends on the form of the exam taken (internet based – 79, or paper based – 550). A score of at least 6.5 is required on the IELTS.
 7. Graduate Record Exam (GRE) scores – Preference will be given to candidates who score ≥ 153 on verbal and ≥ 144 on quantitative sections of GRE tests taken on or after August 1, 2011, and candidates who score ≥ 500 on verbal and ≥ 500 on quantitative sections of GRE on tests taken prior to August 1, 2011. GRE scores allow for better insight into the student's writing skills and are not exclusive criteria that would result in not being admitted into the program.
 8. 3 letters of recommendation addressing the applicant's ability to succeed in graduate school. One letter must be from an Athletic Trainer that supervised the applicant's clinical observation hours.
 9. Successful completion of an on-campus interview with the M.S.A.T. Admissions Committee. (invitation only)
2. Verification performed by HPU Student Health Services that the following immunizations are complete in addition to the standard HPU immunization requirements.
 - a. Completed Hepatitis B series
 - b. Varicella vaccine or titer
 - c. Meningococcal vaccine
 - d. Evidence of a negative TB skin test within the past 12 months (must be a 2 part PPD test)
 - e. Tetanus shot within the last 10 years
 3. Students will be required to obtain a seasonal flu shot each fall semester.
 4. Students will be required to submit to an annual 12 panel urine drug screen prior to engaging in clinical experiences.
 5. Students will be required to undergo a criminal background check prior to engaging in clinical experiences.

Conditional admission decisions will be made by March 1st of each calendar year. Full admission will be determined at the end of the spring semester and is contingent upon completion of required prerequisites that may still be in-progress.

Post-Admission Requirements

1. All students conditionally admitted to and/or enrolled in the M.S.A.T. must meet the program's technical standards and expectations, with or without reasonable accommodations. Compliance with the program's technical standards alone does not guarantee a student's eligibility for the BOC certification exam. The M.S.A.T. technical standards and associated compliance statement is available at www.highpoint.edu/athletictraining

Course Descriptions

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 2100. Responding to Emergencies. This course is designed for students pursuing the health professions. A lecture and laboratory experience pertaining to the introduction of emergency techniques used to assist others in case of injury or sudden illness Student will learn and demonstrate psychomotor skills relating to first aid techniques, CPR, and AED. Upon completion students will earn certifications American Red Cross CPR/AED for the Professional Rescuer, First Aid, and Bloodborne Pathogens. *Two credits.*

ATR 2200. Clinical Observation in Athletic Training. Clinical observation experience in the athletic training setting. The course is designed to expose potential candidates for the Master of Athletic Training degree program to the roles, responsibilities, and career options for athletic trainers. *Prerequisite: Permission of the instructor and the department chair. One credit.*



ATR 4000. Undergraduate Research. This course is based on collaborative work between the student and the instructor. The majority of the course contact time will be spent discussing and conducting research in Athletic Training. Additionally, the student will be expected to fulfill many of the course requirements independently. While there are a number of specific expectations for this independent research course, the exact nature of the assignments will be dictated by the nature of the research project that is being undertaken. Enrollment in the course is limited and requires prior approval of both the faculty collaborator/mentor and the department chair. Credit is variable, and depends on the quantity and depth of work involved in the proposed research project. *Course is offered in the Fall and Spring. Prerequisites: Permission of the Department Chair. One to four credits.*

ATR 4999/5000. Gross Anatomy. This course is designed to familiarize the student with the clinically relevant aspects of human anatomy via an in-depth examination of anatomical structure and function. In addition to regional gross human anatomy, the course will also cover selected topics in the areas of histology and embryology related to the structures of the selected regions. Emphasis is placed on relationship of structure and normal variants with clinical correlation to pathology and disease presentation. The laboratory component of this course focuses attention on spatial relationships, anatomic variation, and relationship of organ systems. The lecture and lab sections correlate with the ATR 4900/5100 Fundamental Skills in Athletic Training course that runs concurrently. *Five credits.*

ATR 4900/5100. Fundamental Skills in Athletic Training. This clinical skills lab focuses on fundamental athletic training skills necessary for active participation in the patient care setting. The primary focus is on an introduction to patient history and physical examination, musculoskeletal palpation, pre-participation physical examinations, injury prevention concepts, and documentation. *Prerequisite: BS.EXS.ATR major. Two credits.*

ATR 4901/5101. Foundations of Professional Practice. This course provides an introduction to clinical decision making through an exploration of evidence-based practice frameworks, a team approach to healthcare, legal and ethical considerations, privacy of the patient, effective communication and concepts of professionalism and cultural competence. *Prerequisite: BS.EXS.ATR major. One credit.*

ATR 4902/5102. Prevention and Care of Emergency Medical Conditions. 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. *Prerequisite: Current certification in either American Red Cross Professional Rescuer CPR or American Heart Association Basic Life Support for Health Care Providers. Prerequisite: BS.EXS.ATR major. Four credits.*

ATR 4915/5215. Musculoskeletal Assessment and Diagnosis. This course provides a comprehensive approach to the assessment and diagnosis of lower extremity and low back musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. *Corequisites: ATR 4916/5216 Musculoskeletal Assessment and Diagnosis II and ATR 4925/5225 Clinical Skills Lab I. Prerequisite: BS.EXS.ATR major. Four credits.*

ATR 4916/5216. Musculoskeletal Assessment and Diagnosis II. This course provides a comprehensive approach to the assessment and diagnosis of upper extremity, head, neck, and torso musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. *Corequisites: ATR 4915/5215 Musculoskeletal Assessment and Diagnosis I and ATR 4925/5225 Clinical Skills Lab I. Prerequisite: BS.EXS.ATR major. Four credits.*

ATR 4925/5225. Clinical Decision Making. This course provides instruction of the standard techniques and procedures for the evaluation and diagnosis of musculoskeletal injuries and common illnesses. *Corequisites ATR 4915/5215 and ATR 4916/5216. Prerequisite: BS.EXS.ATR major. 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: BS.EXS.ATR major. One credit.*

ATR 4945/5245. Athletic Training Clinical Experience I. 300 hours of clinical experience in the athletic training setting. The course is designed to develop competence in the athletic training clinical integrated proficiencies. *Prerequisite: BS.EXS.ATR major. Three credits.*



Department of Exercise Science

Dr. Tony Kemerly, *Chair*; Dr. Sara Arena; Dr. Jillian Davis; Dr. Matthew Kuennen; Dr. Kimberly Reich; Dr. Kyle Sunderland; Dr. Dan Tarara; Dr. Roger A. Vaughan.

The Department of Exercise Science prepares students for graduate studies in exercise science as well as careers in the health and fitness field. It is also a pre-professional program for those students who wish to apply to physical/occupational therapy, physician assistant studies, chiropractic medicine, and medical school.

Student Learning Outcomes

Upon completing the Exercise Science Program at High Point University, students will:

1. Be able to apply the principles of anatomy, physiology, and biomechanics to their understanding of the human performance.
2. Possess the intellectual and practical skills that facilitate analysis, critical thinking, and written and oral communication.
3. Possess knowledge, skills, and abilities that will prepare them to enter, or pursue further education towards, their chosen career in the allied health or human performance fields

Requirements for the B.S. in Exercise Science— Traditional / Pre-Professional Concentration (56 Credits)

The Department of Exercise Science offers the B.S. degree in Exercise Science. To graduate with this degree, students must complete the following:

Exercise Science Core Requirements (24 credits)

- EXS/BIO 2060. Human Physiology (4)
- EXS/BIO 2070. Human Anatomy (4)
- EXS 2100. Analysis and Critique of Scientific Literature (4)
- EXS 2200. Exercise Physiology (4)
- EXS 2300. Biomechanics (4)
- EXS 3200. Exercise Testing and Prescription (4)

Preparatory Requirements (16 credits)

- CHM 1010/1011. General Chemistry I/Lab (3/1)
- CHM 1020/1021. General Chemistry II/Lab (3/1)
- PHY 1510/1511. Physics I (4)
- PHY 1520/1521. Physics II (4)

Concentration Electives (16 credits)

Choose at least four courses from the following list:

- EXS 3100. Research Methods in Exercise Science (4)
- EXS 3125. Statistics in the Health Sciences (4)
- EXS 3300. Advanced Biomechanics (4)
- EXS 3700. Motor Control (4)
- EXS 3750. Strength and Conditioning (4)
- EXS 3775. Experimental Lab Techniques in Biomechanics (4)
- EXS 3800. Advanced Exercise Physiology (4)
- EXS 3900. Technical Proficiency and Advanced Program Design (4)
- EXS/BIO 4100. Human Microanatomy (4)
- EXS 4111. Undergraduate Research Experience (1-4)
- EXS 4200. Exercise and Aging (4)
- EXS 4275. Sport Nutrition (4)
- EXS 4300. Biomechanics of Daily Living (4)
- EXS 4350. Occupational Biomechanics (4)
- EXS 4400. Health Behavior Change (4)
- EXS 4444. Independent Study (1-4)
- EXS 4600. Sociocultural Aspects of Obesity (4)
- EXS 4650. Physical Activity Epidemiology (4)
- EXS/WGS 4675. Body and Identity (4)
- EXS 4700. Biomechanics of Injury (4)
- EXS 4800. Exercise Metabolism (4)
- EXS 4810-4815. Practicum (1-4)
- EXS 4825. Cellular Exercise Physiology (4)
- EXS 4850. Cardiovascular Exercise Physiology (4)
- EXS 4875. Muscle Physiology (4)
- EXS/BIO 4900. Advanced Human Anatomy (4)

Requirements for the B.S. in Exercise Science— Biomechanics Concentration (68 Credits)

Exercise Science Core Requirements (24 credits)

- EXS/BIO 2060. Human Physiology (4)
- EXS/BIO 2070. Human Anatomy (4)
- EXS 2100. Analysis and Critique of Scientific Literature (4)
- EXS 2200. Exercise Physiology (4)
- EXS 2300. Biomechanics (4)
- EXS 3200. Exercise Testing and Prescription (4)

Preparatory Requirements (20 credits)

- MTH 1410. Calculus I (4)
- MTH 1420. Calculus II (4)
- MTH 2310. Linear Algebra (4)
- MTH 3410. Differential Equations (4)
- PHY 2010. Fundamentals of Physics I (4)

Concentration Electives (24 credits)

Choose at least six courses from the following list:

EXS 3100. Research Methods in Exercise Science (4)
 EXS 3125. Statistics in the Health Sciences (4)
 EXS 3300. Advanced Biomechanics (4)
 EXS 3700. Motor Control (4)
 EXS 3775. Experimental Lab Techniques in Biomechanics (4)
 EXS 4111. Undergraduate Research Experience (1-4)
 EXS 4300. Biomechanics of Daily Living (4)
 EXS 4350. Occupational Biomechanics (4)
 EXS 4700. Biomechanics of Injury (4)
 PHY 2020. Fundamentals of Physics II (4)
 PHY 3110. Classical Mechanics (4)

Requirements for the B.S. in Exercise Science— Exercise Physiology Concentration (68 Credits)

Exercise Science Core Requirements (24 credits)

EXS/BIO 2060. Human Physiology (4)
 EXS/BIO 2070. Human Anatomy (4)
 EXS 2100. Analysis and Critique of Scientific Literature (4)
 EXS 2200. Exercise Physiology (4)
 EXS 2300. Biomechanics (4)
 EXS 3200. Exercise Testing and Prescription (4)

Preparatory Requirements (20 credits)

BCH 3220. Biochemistry I (4)
 CHM 1010/1011. General Chemistry I/Lab (3/1)
 CHM 1020/1021. General Chemistry II/Lab (3/1)
 CHM 2510/2511. Organic Chemistry I/Lab (3/1)
 CHM 2520/2521. Organic Chemistry II/Lab (3/1)

Concentration Electives (24 credits)

Choose at least six courses from the following list:

BCH 3320. Biochemistry II (4)
 EXS 3100. Research Methods in Exercise Science (4)
 EXS 3125. Statistics in the Health Sciences (4)
 EXS 3750. Strength and Conditioning (4)
 EXS 4111. Undergraduate Research Experience (1–4)
 EXS 4200. Exercise and Aging (4)
 EXS 4800. Exercise Metabolism (4)
 EXS 4825. Cellular Exercise Physiology (4)
 EXS 4850. Cardiovascular Exercise Physiology (4)
 EXS 4875. Muscle Physiology (4)

Requirements for the B.S. in Exercise Science— Health and Wellness Concentration (40 Credits)

Exercise Science Core Requirements (24 credits)

EXS/BIO 2060. Human Physiology (4)
 EXS/BIO 2070. Human Anatomy (4)
 EXS 2100. Analysis and Critique of Scientific Literature (4)

EXS 2200. Exercise Physiology (4)
 EXS 2300. Biomechanics (4)
 EXS 3200. Exercise Testing and Prescription (4)

Concentration Electives (16 credits)

EXS 4400. Health Behavior Change (4)
 EXS 4600. Sociocultural Aspects of Obesity (4)
 EXS 4650. Physical Activity Epidemiology (4)
 EXS 4675. Body and Identity (4)

Requirements for the Minor in Strength and Conditioning (24 Credits)

EXS/BIO 2060. Human Physiology (4)
 EXS/BIO 2070. Human Anatomy (4)
 EXS 2200. Exercise Physiology (4)
 EXS 2300. Biomechanics (4)
 EXS 3750. Strength and Conditioning (4)
 EXS 3900. Technical Proficiency and
Advanced Program Design (4)

Course Descriptions

EXS 2100. Analysis and Critique of Scientific Literature.

A study of the health science literature that includes both theories and applications of the major themes in the field as they pertain to a variety of populations. *Four credits.*

EXS 2111. Orientation to Exercise Science Research

Instrumentation. Examination and application of techniques used to analyze human motion and function. *One credit.*

EXS 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: EXS/BIO 2060. Four credits.*

EXS 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: EXS/BIO 2070. Four 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.*

“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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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 3300. Advanced Biomechanics. This is an advanced course intended as a sequel course to EXS 2300. This course will allow students to develop a more in-depth understanding of the application of physical laws to human movement. Specific attention will be given towards application of laws to assess whole body movements such as running, walking, and jumping. *Prerequisites: PHY 2010, EXS 2300, or permission of the instructor. Four credits.*

EXS 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.*

EXS 3750. Strength and Conditioning. The purpose of this course is to understand the procedures used to strengthen and condition individuals in aerobic and anaerobic activities. Discussions will focus on exercise models, performance evaluations, exercise equipment, training ethics and professional development. The course will also provide an understanding of individualized exercise prescription design in programs to develop and maintain physical fitness through testing and re-evaluation strategies. Students will focus their attention toward applying the above content areas toward the training of athletes. *Prerequisite: EXS 2200 or EXS 2300. Four credits.*

EXS 3775. Experimental Lab Techniques in Biomechanics. Examination and application of techniques used to analyze human motion. *Prerequisites: PHY 2010, EXS 2300, or permission of the instructor. Four credits.*





EXS 3800. Advanced Exercise Physiology. This is an advanced course, intended as a sequel course to EXS 3250, which will allow students to develop a more in depth understanding of acute and chronic responses to exercise. Particular attention will be given to training adaptations in major organ systems, acute and chronic responses to exercise in special populations, environmental physiology, and implications for the application of physical activity in health and disease. *Prerequisite: EXS 2200. 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/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: BIO/EXS 2060, BIO/EXS 2070. 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 4200. Exercise and Aging. The study of the scientific and theoretical bases of exercise as it related to aging. The primary topics will include theories of aging, musculoskeletal, cardiovascular, pulmonary, metabolic, and sensory systems as related to physical activity and exercise. *Prerequisites: EXS 2200 or permission of the instructor. Four credits.*

EXS 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 1010/1020. Four credits.*

EXS 4300. Biomechanics of Daily Living. A study of the mechanical aspects of human movement and how they apply to activities of daily living. Specific attention will be given towards examining kinematics and kinetics of daily tasks (i.e. balance during standing, rising from a chair, walking, etc), and how these are influenced by aging, obesity, and other neuromuscular diseases. *Prerequisites: PHY 2010, EXS 3775, or permission of the instructor. Four credits.*

EXS 4350. Occupational Biomechanics. A study of the mechanical aspects of human movement and how they apply to the workplace. *Prerequisites: PHY 2010, EXS 2300, or permission of the instructor. Four credits.*

EXS 4400. Health Behavior Change. A study of the process of the theoretical and conceptual foundations of health-behavior change. This course will focus on developing interventions for individual health behavior change and will include behavior change strategies at multiple levels. *Prerequisite: Junior standing. Four credits.*

EXS 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.*



EXS 4650. Physical Activity Epidemiology. This is an advanced undergraduate course that will expose the student to the topics related to the role of physical activity in the prevention and treatment of chronic diseases and additional health-related outcomes through the study of epidemiological research. *Prerequisite: Junior standing. Four credits.*

EXS/WGS 4675. Body and Identity. This course looks deeper at how our bodies fit (and don't fit) within society and are a physically and socially constructed entity that influences our identity. The way we move, adorn, and utilize our bodies all reflect and also help shape our sense of who we are. In a way, our appearance is linked with our essence. Grasping the significance of the body involves studies of personal psychology and physiology as well as studies of historical, social, and cultural variations in experience and identity. *Prerequisite: Junior Standing. Four credits.*

EXS 4700. Biomechanics of Injury. A study of the mechanical aspects of injury to the musculoskeletal system including but not limited to athletes, workers, and motor vehicle occupants. *Prerequisites: PHY 2010, EXS 2300, or permission of the instructor. Four credits.*



EXS 4800. Exercise Metabolism. The study of the mechanism of energy production and expenditure associated with exercise metabolism. Content will focus on carbohydrates, lipid, and protein metabolism and the acute and chronic effects of physical activity and exercise. *Prerequisites: EXS 3800. Four credits.*

EXS 4810–4815. Student Internship. Three, four, six, eight, ten, or twelve credits.

EXS 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: EXS 3800. Four credits.*

EXS 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: EXS 3800 or permission of the instructor. Four credits.*

EXS 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: EXS 3800. Four credits.*

EXS/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. *Prerequisites: BIO/EXS 2070/2071. Four credits.*



The School of Pharmacy

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High Point University's School of Pharmacy is committed to training clinicians who are dedicated to patient care in all settings—including the transitions between those settings—and possess the skill and knowledge to practice pharmacy at the highest level possible. Our education model includes a focus on the basic pharmaceutical knowledge and skills necessary to make quality critical decisions combined with clinical training in various settings. Students that acquire the knowledge and skills and are capable communicators will form the core from which the leaders of tomorrow are developed.

Because good clinical pharmacy decisions can only be made if a practitioner has a broad basic pharmaceutical science foundation and a clear understanding of the clinical science defining drug therapy options and expectations, our graduates will be trained in both the basic and clinical science disciplines of pharmacy and will have numerous opportunities to gain clinical experience, through direct engagement in patient care, during their time at High Point University. In addition, we anticipate that our graduates will be able to use their knowledge of Medicinal Chemistry, Pharmaceutical Chemistry, Pharmacology & Toxicology, combined with experiences and knowledge in the Clinical Sciences, to formulate the most appropriate care plans and provide the most advanced pharmacy care possible.

By delivering a cutting-edge curriculum in state-of-the-art facilities, we are fully prepared to carry out our mission "To provide an extraordinary pharmacy education through the integration of biomedical and clinical sciences that enables future pharmacists to excel in a dynamic healthcare environment as a member of the healthcare team."



Ronald E. Ragan, Ph.D.

Ronald E. Ragan, Ph.D.

Dean of the School of Pharmacy



School of Pharmacy

Dr. Ronald Ragan, *Dean*; Dr. Peter Gal, *Associate Dean for Academic Affairs*; Dr. Buddy Lingle, *Associate Dean for Student and Professional Affairs*; Dr. Joy Greene, *Assistant Dean for Experiential Education*; Dr. Scott E. Hemby, *Chair of the Department of Basic Pharmaceutical Sciences*; Dr. Mary Jayne Kennedy, *Chair of the Department of Clinical Sciences*; Dr. Comfort Boateng; Dr. Courtney Bradley; Dr. Bradley Clark; Dr. Robin L. Cooke; Dr. Christina Sherrill; Dr. Jordan Smith; Dr. Ved Srivastava.

The School of Pharmacy has taken an integrative approach in the design of the professional curriculum. The blending of basic and clinical sciences and the application-based learning experiences are designed to consolidate information into patient-oriented actions that will create a rich learning environment for students. This will be combined with clinical training in various settings to expose students to many different care scenarios. The school will rely heavily on experiential education and will place a premium on interprofessional training opportunities.

Program Requirements

High Point University anticipates that, pending ACPE approval, students will apply to pharmacy school after satisfactory completion of two years of undergraduate study comprising the Pre-Pharmacy curriculum.



BIO 1399. Introduction to Biological Principles & Literature I (4)*
 BIO/EXS 2060. Human Physiology (4)*
 BIO/EXS 2070. Human Anatomy (4)*
 BIO 3040. Microbiology (4)*
 CHM 1010. General Chemistry I (3)*
 CHM 1011. General Chemistry I Laboratory (1)*
 CHM 1020. General Chemistry II (3)*
 CHM 1021. General Chemistry II Laboratory (1)*
 CHM 2011. Organic Chemistry I Laboratory (1)*
 CHM 2021. Organic Chemistry II Laboratory (1)*
 CHM 2510. Organic Chemistry I (3)*
 CHM 2520. Organic Chemistry II (3)*
 COM 1110. Human Communication. (4)
 ENG 1103. College Writing and Public Life (4)
 ENG 2130. Professional Writing in the Medical Humanities (4)
 EXP 1101. President's Seminar (1)
 FYS 1000. First Year Seminar (4)
 MTH 1410. Calculus I (4)*
 PHY 1510. General Physics I (3)**
 PHY 1511. General Physics I Laboratory (1)**
 Humanities or Social Science Courses (17)

*Core course in the pre-pharmacy curriculum.

**May be exempted if students completed a physics course in high school with a B or higher

Admission to the School of Pharmacy is competitive, so strong grades in Pre-Pharmacy courses are important. Applicants must take the Pharmacy College Admissions Test (PCAT) and should expect to have multiple hours of clinical, retail, and/or service experience. The High Point University School of Pharmacy utilizes the PharmCAS common application system.

The High Point University School of Pharmacy program has been authorized by the Board of Directors for an on-site evaluation to be scheduled during fall 2015 for consideration of Precandidate status. Authorization of an on-site evaluation for consideration of Precandidate status does not carry with it nor imply an accreditation status. The on-site evaluation is authorized solely for purposes of gathering additional information in furtherance of an accreditation decision. The Board will consider Precandidate status at the next regularly scheduled meeting, which occur in January and June of each year, following the on-site evaluation. For an explanation of the ACPE accreditation process, consult the Office of the Dean or the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, Illinois 60603, 312-644-3575; FAX 312-664-4652; website <http://www.acpe-accredit.org>.

*“We should be taught not to wait for inspiration to start a thing.
Action always generates inspiration. Inspiration seldom generates action.”*

—Frank Tibolt



Directory

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Faculty 2015-2016

Arranged in alphabetical order. Dates refer to first year of service with the University.

Kristin M. Ackerman, 2015, Assistant Professor of Biology. B.S., Ohio Northern University; Ph.D., Ohio State University.

Carolyn M. Adams, 1996, Assistant Professor of Spanish. B.A., St. Bonaventure University; M.A., State University of New York at Buffalo.

Jeffrey M. Adams, 1996, Associate Professor of Psychology and Vice President for Research and Planning. B.A., University of California at Los Angeles; M.A., California State University; Ph.D., University of Tennessee.

Heather Ahn-Redding, 2006, Associate Professor of Criminal Justice. B.A., University of Michigan; M.A., John Jay College of Criminal Justice; Ph.D., American University.

Heather E. Ahrens, 2015, Assistant Professor of Biology. B.S., Virginia Polytechnic Institute and State University; M.S., University of Texas at Austin; Ph.D., Johns Hopkins University School of Medicine.

Deborah N. Albert, 2011, Clinical Assistant Professor of Education. B.A., M.Ed., High Point University.

Laura L. Alexander, 2012, Assistant Professor of English. B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of North Carolina at Greensboro.

Tawannah G. Allen, 2015, Associate Professor of Educational Leadership. B.S., M.Ed., North Carolina Central University; M.S.A., Fayetteville State University; Ed.D., University of North Carolina at Chapel Hill.

Thomas W. Albritton, Jr., 1989, Associate Professor of Education. B.A., M.A., Wake Forest University; Ph.D., Florida State University.

Joanne D. Altman, 2011, Professor and Director of Undergraduate Research and Creative Works. B.A., Franklin and Marshall College; M.A., Ph.D., Temple University.

Mark E. Archambault, 2013, Associate Professor of Physician Assistant Studies. B.A., Lycoming College; M.H.Sc., Lock Haven University; D.H.Sc., Nova Southeastern University.

Sara L. Arena, 2013, Assistant Professor of Exercise Science. B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University.

Brian H. Augustine, 2013, Professor of Chemistry. B.A., State University of New York at Geneseo; Ph.D., University of North Carolina at Chapel Hill.

Brad N. Barlow, 2013, Assistant Professor of Astrophysics. B.S., Mississippi State University; M.S., Ph.D., University of North Carolina at Chapel Hill.

Angela C. Bauer, 2013, Professor of Biology. B.A., Lawrence University; Ph.D., Northwestern University.

Allan Beaver, 2009, Associate Professor and Artist in Residence. A.A.S., New York City Community College.

Kristina W. F. Bell, 2009, Instructor of Communication. B.F.A., North Carolina School of the Arts; M.A., University of North Carolina at Greensboro.

Martha C. Bell, 1997, Associate Professor of Physical Education. B.S., M.S., Ph.D., University of Georgia.

David J. Bergen, 1997, Z. Smith Reynolds Foundation Professor of Human Relations. B.A., M.A.Ed., Wake Forest University; Ph.D., University of North Carolina at Greensboro.

Vernon L. Biaett, Jr., 2014, Assistant Professor of Event Management. B.A., University of Utah; M.S., Ph.D., Arizona State University.

Meghan S. Blackledge, 2014, Assistant Professor of Chemistry. B.A., Wellesley College; Ph.D., Duke University.

Joseph D. Blosser, 2011, Assistant Professor of Religion and Philosophy, and the Robert G. Culp, Jr. Director of Service Learning. B.S., Texas Christian University; M.Div., Vanderbilt University, Ph.D., University of Chicago.

Comfort Boateng, 2015, Assistant Professor of Basic Pharmaceutical Sciences. B.S., University of Cape Coast (Ghana); Ph.D., Florida A & M University.

Adrian H. Boggs, 2012, Instructor of Art and Design. B.F.A., Savannah College of Art and Design; M.S., University of North Carolina at Greensboro.

Jody B. Bowman, 2009, Instructor of Spanish. B.A., University of North Carolina at Wilmington; M.A., North Carolina State University.

Jane C. Bowser, 2007, Assistant Professor of Education. B.S., High Point University; M.S., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro.

R. Carr Boyd, Jr., 2015, Instructor of Political Science. B.A., Hampden-Sydney College; M.P.A., Ph.D., 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.

Jennifer L. Brandt, 2012, Assistant Professor of English. B.A., Drew University; M.A., Bowling Green State University; Ph.D., University of Rhode Island.

Kathryn A. Brandt, 2013, Instructor of Interior Design. B.S., M.S., University of North Carolina at Greensboro.

Matthew E. Brophy, 2010, Assistant Professor of Philosophy. B.A., University of California at Santa Barbara; M.A., California State University; Ph.D., University of Minnesota.

Douglas P. Brown, 2008, Assistant Professor of Theatre. B.F.A., Rockford College; M.F.A., Florida State University; M.Div., Concordia Seminary.

Mark E. Brown, 2014, Instructor of Art. B.S., M.F.A., East Carolina University.

Ashlyn Bruning, 2013, Assistant Professor of Physician Assistant Studies. B.S., Greensboro College; M.M.S., Wake Forest University.

"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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David L. Bryden, 1990, Director of Library Services. B.A., Guilford College; M.L.S., University of North Carolina at Greensboro.

Candice S. Burrows, 2011, Instructor of Music. B.M., University of Oregon; D.M.A., University of North Carolina at Greensboro

Jennifer L. Burton, 2014, Assistant Professor of Marketing. B.A., Indiana University; M.B.A., Wake Forest University; Ph.D., University of Texas at Austin.

Charmaine G. Cadeau, 2010, Assistant Professor of English. B.A., Trent University; M.A., University of New Brunswick; Ph.D., State University of New York at Albany.

Shannon B. Campbell, 2014, Associate Professor of Communication. B.S., Missouri State University; M.A., University of Southern Illinois; Ph.D., University of Texas at Austin.

Matthew P. Carlson, 2012, Assistant 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.

William J. Carpenter, 2009, Associate Professor of English and the Alumni Professor of Higher Learning. B.A., The College of New Jersey; M.A., Kansas State University; Ph.D., University of Kansas.

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Kirstin L. Squint, 2010, Assistant Professor of English. B.A., Eureka College; M.A., Miami University, Ohio; Ph.D., Louisiana State University.

Ved P. Srivastava, 2015, Professor of Basic Pharmaceutical Sciences. M.S., Ph.D., University of Lucknow (India).

Melissa C. Srougi, 2014, Assistant Professor of Biochemistry. B.S., University of Toledo; Ph.D., Case Western Reserve University.

Laura D. Stevens, 2012, Instructor of Music. B.A., Salem College; M.M., North Carolina School of the Arts.

Sean M. Stewart, 2014, Assistant Professor of Communication. B.A., M.A.J., Marshall University; Ph.D., Virginia Commonwealth University.

James W. Stitt, 1969, Professor of History. A.B., High Point College; A.M., Ph.D., University of South Carolina.

Carole B. Stoneking, 1991, Professor of Religion and Dean of the David R. Hayworth College of Arts and Sciences. B.A., Rhodes College; M.Div., Ph.D., Duke University.

Karen C. Summers, 2009, Instructor of English. B.A., Salem College; M.A., University of North Carolina at Charlotte; Ph.D., University of North Carolina at Greensboro.

Peter M. Summers, 2011, Assistant 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, Assistant Professor of Accounting. B.Comm., M.Comm, University of Bombay (Mumbai); M.A., Clemson University; M.A., Ph.D., Ohio State University.

Kyle L. Sunderland, 2013, Assistant Professor of Exercise Science. B.S., M.A., California State University at Fresno; Ph.D., University of Oklahoma.

Patricia M. Swafford, 2012, Associate Professor of Management. B.S., M.S., Clemson University; Ph.D., Georgia Institute of Technology.

Mark E. Swartzburg, 2011, Instructor of History. B.A., Colgate University; M.A., Ph.D., University of North Carolina at Chapel Hill.

Daniel T. Tarara, 1995, Assistant 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, 2012, Assistant Professor of Physical Therapy. B.A., University of Delaware; D.P.T., Duke University.

Sheri A. Teleha, 1999, Serials/Catalogue Librarian. B.A., College of Wooster; M.L.S., Kent State University.

"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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Erica P. Thornton, 2015, Assistant Professor of Athletic Training. B.S., State University of New York at Brockport; M.S., University of Florida.

Mariann W. Tillery, 1991, Professor of Education and Dean of the School of Education. B.A., University of North Carolina at Greensboro; M.S., Ph.D., North Carolina State University.

Aaron P. Titus, 2002, Associate Professor of Physics. B.S., Pennsylvania State University; Ph.D., North Carolina State University.

Kimberly J. Titus, 2007, Assistant Professor of Mathematics. B.A., B.S., Stetson University; Ph.D., North Carolina State University.

Mark A. Toole, 2009, Assistant Professor of Religion. B.A., DePauw University; M.Div., Chicago Theological Seminary, Ph.D., University of Denver.

James Y. Trammell, 2008, Associate Professor of Communication. B.A., Asbury College; M.A., University of Georgia; Ph.D., University of Iowa.

R. Wilfred Tremblay, 2007, Professor of Communication and Dean of the Nido R. Qubein School of Communication. B.S., Arkansas State University; M.S., Boston University; Ed.D., University of Pittsburgh.

John W. Turner, 2010, Assistant 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 Art and Design. B.S., Florida State University; M.S., University of Cincinnati; Ph.D., Arizona State University.

Brielle S. Tyree, 2014, Instructor of Mathematics. B.S., M.A.T., High Point University.

Benita R. VanWinkle, 2011, Assistant Professor of Art. B.A., University of Central Florida; M.F.A., Southern Illinois University.

Roger A. Vaughan, 2015, Assistant Professor of Exercise Science. B.S., M.S., Ph.D., University of New Mexico.

Bryan Vescio, 2015, Professor of English. B.A., University of Wisconsin at Madison; M.A., Ph.D., University of Virginia.

Sarah F. Vess, 2011, Assistant Professor of Education. B.S., Western Carolina University; M.Ed., Ph.D., University of Georgia.

Cynthia C. Vigueira, 2014, Assistant Professor of Biology. B.S., Webster University; Ph.D., Clemson University.

Patrick A. Vigueira, 2014, Assistant Professor of Biology. B.S., University of Southern Mississippi; Ph.D., Clemson University.

Allison S. Walker, 2011, Instructor of English. B.A., Appalachian State University; M.F.A., University of Alaska at Anchorage.

Suzanne M. Ward, 2013, Instructor of Spanish. B.A., University of Maryland at College Park; M.A., University of North Carolina at Wilmington.

Elyse J. Watkins, 2014, Assistant Professor of Physician Assistant Studies. B.A., Virginia Commonwealth University; B.S.,

George Washington University; M.S., California State University at Bakersfield.

Phillips C. Watson, 2010, Assistant Professor of the Practice of Communication. B.A., Swarthmore College; M.B.A., Harvard Graduate School of Business Administration.

Kimberly K. Wear, 2003, Associate Professor of Psychology. B.A., University of Tennessee at Knoxville; M.S., Ph.D., University of Texas at Arlington.

James B. Wehrey, 1994, Associate Professor of Finance, the W. Roger Soles Professor of Management & Leadership, and Dean of the Earl N. Phillips School of Business. B.B.A., University of Wisconsin at Whitewater; M.B.A., Baylor University; Ph.D., Virginia Polytechnic Institute and State University.

Chelsea Wentworth, 2015, Assistant Professor of Anthropology. B.S., Michigan State University; M.P.H., Ph.D., University of Pittsburgh.

William H. Westermeyer, 2014, Instructor of Anthropology. B.S., University of California at San Diego.

Samuel L. Whitt, 2012, Assistant Professor of Political Science. B.A., University of the South; B.A., University of Tennessee; M.A., Ph.D., Vanderbilt University.

Adam L. Winkel, 2011, Assistant Professor of Spanish. B.A., University of North Carolina at Chapel Hill; M.A., M.Phil., Ph.D., Columbia University.

Marlon L. Winters, 1992, Jefferson-Pilot Professor of Business. B.S., Appalachian State University; M.A., Western Carolina University; M.Ed., Ph.D., University of South Florida.

Andrew J. Wommack, 2014, Assistant Professor of Chemistry. B.A., William Jewell College; M.S., University of Missouri at Kansas City; Ph.D., Boston College.

Alexis A. Wright, 2011, Assistant Professor of Physical Therapy. B.S., University of Illinois; D.P.T., Duke University; Ph.D., University of Otago.

Yan Yang, 2010, Assistant Professor of Communication. B.A., Communication University of China, Beijing; M.A., University of Nevada, Ph.D., University of Florida.

Alixandra B. Yanus, 2010, Assistant Professor of Political Science. B.A., American University; M.A., Ph.D., University of North Carolina at Chapel Hill.

Laurie M. Zack, 2007, Associate Professor of Mathematics. B.S., University of Arkansas; M.S., Ph.D., North Carolina State University.

Emeritus Members of The Faculty

Mr. William F. Cope

Dr. Earl P. Crow

Mr. Robert D. Davidson

Dr. E. Vance Davis

Dr. Charlie Q. Futrell

Dr. Nelson F. Page

Mrs. Nancy W. Shelton

Adminstrative Staff

- Nido R. Qubein, 2005**, President. A.B., B.S., M.S.B.E., LL.D., L.H.D.
- Dennis G. Carroll, 1988**, Provost and Vice President for Academic Affairs. B.A., M.A., Ed.D.
- Denny G. Bolton, 2011**, Executive Vice President. B.A., M.A., M.Ed., M.B.A. Ph.D.
- Jeffrey M. Adams, 1996**, Vice President for Research and Planning. B.A., M.A., Ph.D.
- D. Andrew Bills, 2005**, Vice President for Enrollment. B.A.
- Roger D. Clodfelter, 1996**, Vice President for Communications. B.A.
- Christopher H. Dudley, 1999**, Vice President for Development and Community Relations. B.S., M.S.
- Stephen L. Potter, 2011**, Vice President for Facilities and Auxiliary Operations. B.S.
- Gail C. Tuttle, 1985**, Vice President for Student Life. B.Bus. Ad., M.P.A.
- Daniel R. Hauser, 2014**, Athletic Director. B.A., M.S.

Academic Affairs

- Dennis G. Carroll, 1988**, Provost and Vice President for Academic Affairs. B.A., M.A., Ed.D.
- Rhonda S. Grimsley, 1992**, Assistant to the Provost and Vice President for Academic Affairs. B.S.

Academic Services

- Karen C. Naylor, 2001**, Assistant Dean of Academic Services. B.S., B.A., M.B.A.
- Craig C. Curty, 1995**, Director of Academic Services. B.A., M.Ed., Ph.D.
- Sarah C. Bryce, 2004**, Academic Planner and Advisor. B.A.
- Rita E. Sullivant, 2008**, Director of Disability Support. B.A., M.A.
- Dana M. Bright, 2009**, Disability Support Specialist. B.S., M.Ed.
- Suzanne G. Meehan, 2012**, Disability Support Technology Associate. B.A.
- Debra A. Pomeroy, 2012**, Director of Learning Excellence. B.S., M.S.
- Heather C. Slocum, 2013**, Learning Excellence Specialist. B.A., M.A.
- James S. Lowrey, 2013**, Learning Excellence Specialist. B.A., M.S.
- Laura J. Valle, 2013**, Learning Excellence Specialist. B.A., M.Ed.

Admissions

- D. Andrew Bills, 2005**, Vice President for Enrollment. B.A.
- Kerr C. Ramsay, 2013**, Associate Vice President for Admissions. B.S., M.A.
- Tony L. Robinson, 2013**, Director of Admissions. C.R.M., B.S., M.A.R.
- Joseph W. Cristy, 2006**, Director of Admissions Recruitment. B.S.
- Jennifer I. Curtin, 2015**, Director of Marketing Services. B.A., M.P.A.
- Heidi J. Waibel, 2007**, Associate Director of Admissions. B.S.
- Danita T. Salone, 2013**, Associate Director of Admissions. B.A.
- Sally V. Smith, 2013**, Associate Director of Regional Admissions. B.S., M.Ed.
- Karen L. Gerrior-Mariani, 2014**, Assistant Director of Regional Admissions. B.S.
- Julee M. Mitsler, 2013**, Assistant Director of Admissions. B.A.
- Rachel A. Ward, 2012**, Assistant Director Marketing Services. B.A.
- William M. Deitrick, 2012**, Senior Admissions Counselor. B.S., M.S.
- Kayleigh C. Bush, 2015**, Regional Admissions Counselor. B.S.
- Whitney K. Belk, 2013**, Admissions Counselor. B.A.
- Taylor C. Bradley, 2014**, Admissions Counselor. B.A.
- Jordan E. Coakley, 2014**, Admissions Counselor. B.A.
- Ryan Devito, 2015**, Admissions Counselor. B.A.
- Mandi J. Duncan, 2015**, Admissions Counselor. B.A.
- S. Taylor Elliott, 2014**, Admissions Counselor. B.A.
- Thomas J. Foster, 2014**, Admissions Counselor. B.S.
- Cameron E. Herndon, 2014**, Admissions Counselor. B.A.
- Molly Hoist, 2015**, Admissions Counselor. B.A.
- Samantha M. Hesse, 2014**, Admissions Counselor. B.S.
- Brittany K. Melvin, 2014**, Admissions Counselor. B.A.
- Meaghan A. Rabb, 2013**, Admissions Counselor. B.S., M.S.
- Dylan D. Robinson, 2013**, Admissions Counselor. B.A.
- Sarah B. Lytle, 2014**, Admissions Phone Counselor. B.S.
- Taylor E. Higgins, 2014**, Marketing Coordinator. B.A.
- Sarah S. Michalec, 2014**, Marketing Coordinator. B.S.
- Dana L. Cummings, 2010**, Enrollment Services Assistant. B.A.
- Denise M. Sealy, 2012**, Enrollment Services Assistant. B.A.
- Angela M. Silver, 2015**, Data Management Specialist. B.S.
- Heather R. Livengood, 2012**, Director of Campus Visits & Events. B.A., M.Ed.
- Laney L. Morris, 2006**, Senior Campus Visit Coordinator. B.S.
- Sally P. Farrar, 2007**, Senior Campus Visit Coordinator. B.A.
- Melissa M. Lawson, 2014**, Campus Visit Coordinator. B.F.A.



Gina P. Weathers, 2013, Campus Visit Coordinator. B.S.
Debbie M. Cureton, 2013, Mail Services Coordinator. B.A.
Carrie C. DeChambeau, 2014, Mail Services Assistant.

Athletics

Daniel R. Hauser, 2014, Athletic Director. B.A., M.S.
Christopher J. Wood, 2014, Senior Associate Athletic Director for External & Internal Relations. B.A.
Sam Phipps, 2008, Director of Facilities & Operations. B.A., M.S.
Bryan D. Norris, 2012, Assistant Athletic Director for Development. B.S., M.S.
Gene M. Daniels, 2015, Assistant Director of Development. B.A.
April C. Wines, 2006, Assistant Athletic Director for Academics and Senior Woman Administrator. B.S., M.S.
Kimberlee D. Grissett, 1986, Assistant Athletic Director of Business and Tickets. B.A.
Daniel Clark, 2013, Assistant Athletic Director for Marketing. B.S., M.S.
Kerry E. Conroy, 2015, Assistant Director of Marketing. B.A., M.B.A.
Mark E. LaFrance, 2014, Assistant Athletic Director for Athletic Communications. B.A., M.B.A.
Joseph N. Arancio, 2009, Assistant Director for Athletic Communications. B.S., M.A.
Cory M. McCune, 2014, Assistant Director of Athletic Communications. B.S.
Joshua T. Geruso, 2015, Assistant Athletic Director of Athletic Training. M.S., A.T.C., C.S.C.S., P.E.S., C.E.S.
Cara L. D'Andrea, 2014, Multi-Media Productions Coordinator. B.S.
April R. Brown, 2011, Athletic Academic Advisor. B.A.
Ana M. Holt, 2000, Administrative Assistant to the Athletic Director. B.S.
Jessica Q. Mahon, 2014, Coordinator of Club Sports and Head Rowing Coach. B.A., M.Ed.
Brian L. Moore, 2013, Assistant Director of Facilities & Operations. B.A., M.S.
Craig Cozart, 2008, Head Baseball Coach. B.S.
Kenny D. Smith, 2013, Assistant Baseball Coach. B.S., M.S.A.
Jason A. Laws, 2014, Assistant Baseball Coach. B.S.
Rick Marlin, 2014, Volunteer Assistant Baseball Coach. B.S.
Scott D. Cherry, 2009, Head Men's Basketball Coach. B.S.
Trey M. Brown, 2011, Assistant Men's Basketball Coach. B.S.
Ahmad R. Dorsett, 2011, Assistant Men's Basketball Coach. B.S.
Eric B. Gabriel, 2013, Assistant Men's Basketball Coach. B.A., M.S.
Scott D. Lombardi, 2014, Director of Basketball Operations. B.S.
Gregory K. Flesher, 2012, Head Men's Golf Coach. B.S.
Jon T. Torpey, 2011, Head Men's Lacrosse Coach. B.A., M.Ed.
Patrick W. Tracy, 2011, Associate Head Men's Lacrosse Coach. B.S.
Ronald J. Garling, 2012, Assistant Men's Lacrosse Coach. B.S.
Ryan Cassidy, 2014, Volunteer Assistant Men's Lacrosse Coach. B.S.
E. J. O'Keeffe, 2010, Head Men's Soccer Coach. B.S.
Joshua C. Gillon, 2013, Assistant Men's Soccer Coach. B.S.
Mike Esposito, 2005, Head Men's and Women's Cross Country and Track Coach. B.A.
Eric G. Dudley, 2008, Associate Head Coach, Track and Field. B.S., M.S.
Jenna L. Wrieden, 2010, Head Women's Cross Country. B.S., M.S.
Amber L. Larsen, 2011, Assistant Track & Field Coach. B.A., M.S., USATF I & II
Nathan S. Thiesfeld, 2013, Assistant Track & Field Coach. B.S., M.Ed.
DeUnna R. Hendrix, 2011, Head Women's Basketball Coach. B.A.
Laura A. Harper, 2014, Assistant Women's Basketball Coach. B.S.
Jenna Burkett, 2013, Assistant Women's Basketball Coach. B.S., M.B.A.
Lori Drake, 2015, Assistant Women's Basketball Coach. B.S.
Hailey R. Yohn, 2015, Director of Women's Basketball Operations. B.S.
Vici Flesher, 2010, Head Women's Golf Coach. B.S., M.S.
Lyndsey T. Boswell, 2009, Head Women's Lacrosse Coach. B.A.
Sloane L. Serpe, 2014, Assistant Women's Lacrosse Coach.
Martin C. Beall, 2009, Head Women's Soccer Coach. B.S.
Brandi L. Fontaine, 2009, Associate Head Women's Soccer Coach. B.A., M.S.
Kelly Grant, 2015, Volunteer Assistant Women's Soccer Coach. B.S.
Jason E. Oliver, 2009, Head Volleyball Coach. B.A., M.S.
Jake T. Hong, 2013, Assistant Volleyball Coach.
Ryan P. Billings, 2012, Head Strength and Conditioning Coach. B.S., C.S.C.S., U.S.A.W.
Andrew D. Crossley, 2013, Assistant Strength and Conditioning Coach. B.S., M Ed., CSCS

"Mindset change is not about picking up a few pointers here and there. It's about seeing things in a new way. When people change to a growth mindset, they change from a judge-and-be-judged framework to a learn-and-help-learn framework. Their commitment is to growth, and growth takes plenty of time, effort, and mutual support."

—Carol Dweck

Will L. Hayes, 2013, Assistant Strength and Conditioning Coach. B.A., M.S., C.S.C.S., U.S.A.W., F.M.S.

Tyler DePew, 2010, Assistant Athletic Trainer. M.S., L.A.T., A.T.C., P.E.S.

Allyson C. Connally, 2014, Assistant Athletic Trainer. B.S., M.S., L.A.T., A.T.C.

Kelly E. McGuire, 2014, Intern Athletic Trainer. B.S., A.T.C.

Emily A. Turner, 2014, Intern Athletic Trainer. B.S., A.T.C.

Bookstore

Bill Holston, 2003, Manager.

Melanie Shelton, 2012, Assistant Store Manager. B.A.

Elaine Clarke, 2012, Textbook Manager. B.S.

Business Office

Deborah S. Butt, 2013, Chief Financial Officer. B.B.A., C.PA.

Rebecca E. Goad, 2014, Senior Accountant. B.S.

Jamie B. Naylor, 2011, Senior Accountant. B.S., M.S., C.PA.

Nancy Y. Gordon, 1999, Manager of Accounting Services. B.S.

Gene Bunting, 2014, Manager of Contracts and Procurement. B.S.

Dwanna R. Hayworth, 1989, Accounts Payable Specialist.

Deborah H. Moser, 2008, Purchasing/Receivables Accountant. B.S.

Tina L. Overby, 2007, Disbursements/General Ledger Accountant. B.S.

Career and Professional Development and the Internship Resource Center

Bridget F. Holcombe, 2011, Director. B.A., M.S.

Susan E. Brien, 2013, Associate Director of Employer Relations. B.A.

Eric J. Melniczek, 2009, Career Advisor. A.A., A.A.S., B.S., M.A.Ed.

Elizabeth G. Walker, 2014, Career Advisor. B.A., M.S.

Kellie F. McLeod, 2012, Career Advisor. B.A., M.Ed.

Lindsay D. Kremer, 2015, Office Manager and Recruitment Coordinator. B.A.

The David R. Hayworth College of Arts and Sciences

Carole B. Stoneking, 1991, Dean. B.A., M.Div., Ph.D.

Matthew T. Schneider, 2008, Associate Dean. B.A., M.A., Ph.D.

William J. Carpenter, 2009, Director of First Year Programs. B.A., M.A., Ph.D.

Carol D. Peden, 2007, Assistant to the Dean.

Communications

Roger D. Clodfelter, 1996, Vice President for Communications. B.A.

Hillary C. Kokajko, 2006, Director of Interactive Media. B.A.

Chad Christian, 2006, Director of Photography Services. B.A.

Pamela J. Haynes, 2011, Director of Media Relations. B.A.

Mary M. Ealley, 2013, Director of Communication Management. B.S.

Jeri Rowe, 2015, Senior Writer. B.A.

Hannah G. McLendon, 2014, Content Specialist. B.S.

Christine A. Urbowicz, 2013, Social Media Specialist. B.A.

Lyndsey D. Derrow, 2011, Chief Campus Concierge. B.A.

Alicia L. Richardson, 2011, Campus Concierge. B.A.

Heather N. Jarrell, 2013, Campus Concierge. B.A.

Geraldine B. Chisholm, 1988, University Receptionist. B.A.

Natalie U. Haire, 2014, Community Relations Manager. B.A.

Holly W. Raulston, 2014, Web Content Manager. B.S.

Rebecca L. King, 2014, Communication Specialist. B.A.

Dalton C. Cox, 2015, Producer/Video Editor.

William E. Linticum, 2011, Presentation Support Specialist. B.A.

Marilyn B. Myers, 1983, Print Shop Manager.

Facility and Auxiliary Operations

Stephen L. Potter, 2011, Vice President for Facilities and Auxiliary Operations.

Marnie S. Marlette, 2014, Medical Director. M.D.

Troy J. Thompson, 2009, Director of Campus Enhancement. B.S.

Laura Thompson, 2012, Director of Hospitality Services. B.A.

Jason M. Sweet, 2013, Assistant Director of Construction. B.S.

Brett H. McCurry, 2010, Logistics & Warehouse Manager. B.S.

Bryan Schoenberger, 2011, Warehouse Operator.

Jon L. Roethling, 2010, Curator of Grounds. B.S.

Bill Holston, 2003, Manager of Barnes & Noble Bookstore.

Honors Scholar Program

Mark A. Toole, 2009, Director. B.A., M.Div., Ph.D.

Human Resources

Kathy S. Smith, 2005, Director of Human Resources. B.S.

DeAnna D. Milillo, 2011, Manager of Human Resources. B.A.

Whitney N. Neal, 2013, Manager of Student Employment.

Armeka P. Ware, 2015, Manager of Payroll. B.S.

Alexandra M. Jones, 2015, Human Resources Coordinator. B.A.

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Information Technology

John E. Champion, 2013, Chief Information Officer. B.S., M.S.B.I.T., P.M.P., C.I.S.S.P.
Justin Rascoe, 2012, Manager of Enterprise Application Services. B.S., M.S., M.Div.
Amy L. Hodge, 2014, Manager of Business Solution Services. B.S., P.M.P.
Scott J. Moffitt, 2004, Manager of User Support Services. B.S.
Curtis Barker, 2015, Manager of Infrastructure Support Services. M.C.S.E.
Debra M. Emerich, 2015, Manager of Computing Training Services. B.S.
Patrick E. Hairston, 2015, Manager of Information Systems Security Services. B.A., M.A., C.I.S.S.P., M.C.S.E., M.C.S.A.
Jill A. Perry, 2014, Business Analyst. B.S.E.
Jessica S. Greenstein, 2015, Business Analyst. B.S., M.S.
Glenwood Allen, II, 2014, Business Analyst. B.S., C.S.S.G.B.
Jonathan B. Luther, 2006, Server Administrator. B.S.
Douglass L. Smith, 2009, Associate Server Administrator. B.S.
Debra B. Scott, 1995, Data Analyst. B.S., M.P.A.
Scott J. Ellis, 2003, Systems Specialist. B.S.
Edward M. Caddy, 2008, Systems Specialist. B.A., M.B.A.
Karen H. Link, 2013, Systems Specialist. B.S., M.S.
Kevin H. S. Swilley, 2014, Systems Specialist. M.S.I.T.
Alicia M. Gerstner, 2014, Systems Specialist.
Ruel R. Lapiz, 2014, Systems Specialist. B.S.
Kevin D. Green, 2011, Web Specialist. B.S.
Lucas J. Bonner, 2013, Web Developer.
Charles P. Nystrom, 2015, Web Developer. A.A.S.
Kaitlyn N. Reish, 2011, Training Specialist. B.S.
Victoria J. Phibbs, 2012, Training Specialist. B.S.
Andre Johnson, 2011, Associate Network Analyst. A.A.
Nathaniel J. Cecil, 2013, Systems Analyst. B.A.
Spencer L. Forney, 2014, Computing Support Analyst., B.A.
Coleman P. Nation, 2015, Computing Support Analyst.
Justine R. Nienow, 2013, A/V Analyst. B.S.
Wayne Dozier, 2015, Network Analyst. B.S.
Anthony J. Otranto, 2012, Associate Network Analyst. B.S.
Whitley C. Holbrook, 2013, Help Desk Associate. B.A.
Lauren H. Sparkes, 2014, Help Desk Associate.

Institutional Advancement

Christopher H. Dudley, 1999, Vice President for Development and Community Relations. B.S., M.S.
Shea B. Hunter, 2009, Assistant Director for Stewardship. B.A.
Jannifer H. Knox, 2012, Director of Family Engagement and Philanthropy. B.S.

Denise G. Lanier, 2014, Gift Processing Coordinator.
Kimberly C. Maddrey, 2015, Advancement Officer. B.A.
Emily M. Saunders, 2014, Manager of Alumni Programs. B.A.
Jonathan D. Sauter, 2013, Assistant Director of Annual Giving. B.S.
Donald A. Scarborough, 2000, Planned Giving Officer. B.A., M.A.Ed., Ed.D.
Susan L. Sullivan, 2011, Advancement Systems Manager. B.A., M.T.P.W.
Renee A. Taylor, 2014, Director of Corporate, Foundation, and Community Support. M.P.A.
Michael E. Tuttle, 1992, Manager of Parent Relationships. B.A., M.S.
Rita S. Williams, 2013, Director of Advancement Services. B.A., M.I.S.
Gale N. Varner, 1999, Administrative Assistant to the Vice President. A.A.S.

International Student Affairs/ESL

Marjorie R. Church, 2006, Director of International Student Affairs and ESL. B.A., M.A., Ph.D.

Library

David L. Bryden, 1990, Director of Library Services. B.A., M.L.S.
W. Michael Ingram, 1987, Technical Services Librarian. B.A., M.A., M.L.S.
Sheri A. Teleha, 1999, Serials/Catalogue Librarian. B.A., M.L.S.
Leanne L. Jernigan, 2011, R.G. Wanek Center Librarian. B.A., M.L.I.S.
A. Lanita Williams, 1987, Circulation Supervisor. B.A.
Karen K. Harbin, 1980, Acquisitions Supervisor. B.A.
Robert L. Fitzgerald, Jr., 2006, Interlibrary Loan and Reference Librarian. B.F.A., M.L.I.S.
Andrew F. Fair, 2012, Evening Reference Librarian. B.A., M.L.I.S.
Kathy Shields, 2010, Head of Reference Services. B.A., M.L.I.S.

Mail Services

Amy L. Branson, 2007, Assistant Manager of the University Mail Center.
Shirley R. Davis, 2007, Package Delivery Coordinator.
Jordan T. Harrison, 2007, Package Delivery Coordinator.
Rachel C. Parlier, 2007, Mail Distribution Coordinator.



Norcross Graduate School

- Jeffrey M. Adams, 1996**, Vice President for Research and Planning. B.A., M.A., Ph.D.
- Andrew S. Modlin, 2014**, Associate Vice President of Graduate Admissions. B.A., M.B.A.
- Lars C. Farabee, 2007**, Assistant Vice President of Graduate Admissions. B.A., M.A.
- Jenna L. Antignano, 2013**, Coordinator of Graduate Operations. B.A.
- Lauren A. Saul, 2013**, Graduate Recruiter. B.A., M.B.A.
- Carene M. Kelsey, 2014**, Graduate Recruiter. B.A., M.Ed.

President's Office

- Nido R. Qubein, 2005**, President. A.B., B.S., M.S.B.E., LL.D., L.H.D.
- Judy K. Ray, 2005**, Administrative Assistant to the President.
- McKenzie L. Diehm, 2011**, Activities Coordinator for the President. B.S.

Research and Planning

- Jeffrey M. Adams, 1996**, Vice President for Research and Planning. B.A., M.A., Ph.D.
- Timothy L. Linker, 2012**, Director of Research Administration and Sponsored Programs. B.A., M.I.S., M.S., C.R.A.
- Andrea M. Kennedy 2008**, Director of Institutional Research and Assessment. B.S., M.Ed.
- Lisa C. Williams, 2010**, Administrative Assistant to the Office of Research and Planning.

School of Art and Design

- John C. Turpin, 2011**, Dean. B.S., M.S., Ph.D.
- Diane L. Stenersen, 2011**, Administrative Assistant to the School of Art and Design.

School of Business

- James B. Wehrey, 1994**, Dean. B.B.A., M.B.A., Ph.D.
- Stephanie O. Crofton, 2001**, Associate Dean. B.A., M.S., Ph.D.
- Anne S. Grube, 2003**, Operations Manager. B.A., M.S., Ph.D.
- Susan C. Clark, 2009**, Administrative Assistant to the School of Business. B.S.

School of Communication

- R. Wilfred Tremblay, 2007**, Dean. B.S., M.S., Ed.D.
- Virginia M. McDermott, 2010**, Associate Dean. B.S., M.A., Ph.D.
- Donald L. Moore, 2008**, Operations Manager. B.A.

- Martin N. Yount, 2009**, Video Producer. B.A.
- Michelle P. Devlin, 2007**, Assistant to the Dean. B.M., M.M., D.M.A.

School of Education

- Mariann W. Tillery, 1991**, Dean. B.A., M.S., Ph.D.
- Barbara B. Leonard, 1988**, Associate Dean. B.S., M.Ed., Ed.D.
- Jodi C. Moser, 2008**, Data Manager, Administrative Assistant. B.S.
- Tammy T. Hines, 2008**, Administrative Assistant. A.A.S.

School of Health Sciences

- Daniel E. Erb, 2011**, Dean. B.S., M.S., Ph.D.
- Jamie M. Martin, 2007**, Assistant to the Dean.
- Melissa L. Marion, 2014**, Director of Employee Wellness. M.S., C.H.W.C.
- Abira Roy, 2015**, Clinical Education Specialist for Physician Assistant Studies. M.S.W., M.A.
- William K. Suchan, 2013**, Department Administrator for Physician Assistant Studies. B.S., M.C.S., Ph.D.

School of Pharmacy

- Ronald E. Ragan, 2012**, Dean. B.S., M.S., Ph.D.
- Peter Gal, 2014**, Associate Dean for Academic Affairs. B.S. Pharm, Pharm.D., B.C.P.S., F.C.C.P., F.A.S.H.P., F.P.P.A.G.
- Earle W. Lingle, 2014**, Associate Dean for Student and Professional Affairs. B.S., M.S., Ph.D.
- Joy B. Greene, 2014**, Assistant Dean for Experiential Education. Pharm.D.
- Courtne B. Carter, 2015**, Experiential Education Administrative Assistant. B.A.
- Kristen M. Hoskins, 2015**, Administrative Assistant to the Dean. B.A.

Security and Transportation

- Jeffrey A. Karpovich, 2008**, Chief/Director, Security & Transportation. B.S., M.A., C.P.P., C.H.P.A.
- Victor K. Johnson, 2011**, Senior Captain/Manager, Security Field Operations. A.A., B.S.
- Daryl E. Delagrance, 2005**, Captain/Manager, Professional Development. A.A.S.
- David M. Kearns, 2009**, Captain/Manager, A & D Teams and Special Events. A.A.S.
- Dennis C. Schumaker, 2010**, Captain/Manager, B & C Teams. A.A.S.
- Lindy M. Johnson, 2009**, Captain/Manager, Technology & Communications. B.A.



- Jay G. Macy, 2010**, Captain/Manager, Transportation Services. B.S.
- Derek S. Stafford, 2011**, Captain/Manager, Investigation, Compliance & Crime Prevention. B.S.
- Gus Porter, 2013**, Emergency Preparedness & Safety Coordinator. B.A., M.P.H., C.P.H.
- Chip R. Southern, 1991**, Lead, Technical Specialist & Locksmith.
- Stuart K. Black, 2011**, Technical Specialist.
- Lorrie L. Loftus, 2005**, Supervisor, Communications (D Team).
- Harry B. Hueston, 2013**, Lt/Supervisor, Day Shift (A Team). A.A.S.
- Lori A. Stutts, 2012**, Compliance & Investigations.
- Jaylynn M. Atkins, 2014**, Lt/Supervisor, Evening Shift (B Team).
- Robert W. Hisey, 2010**, Lt/Supervisor, Night Shift (C Team). A.A.
- Maria Batista, 2013**, Administrative Assistant, Security & Transportation.
- Walter S. Gibson, 2008**, Fleet Coordinator.
- Herman G. Powell, 2008**, Fleet Coordinator.

Service Learning

- Joseph D. Blosser, 2011**, Robert G. Culp, Jr. Director of Service Learning. B.S., M.Div., Ph.D.
- Cara L. Kozma, 2010**, Assistant Director of Service Learning. B.A., M.A., Ph.D.

Student Accounts

- Janice A. Foley, 2015**, Director of Student Accounts.
- Teresa L. Kane, 1999**, Information and Business Process Analyst. B.S.
- Joyce E. Williams, 2011**, Assistant Director of Student Accounts.
- Ginger G. Lewis, 2006**, Student Accounts Cashier.
- Ann T. Foody, 2012**, Student Accounts Coordinator.

Student Financial Planning

- Ron J. Elmore, 2011**, Director of Student Financial Planning. B.S., M.Ed.
- Sandra H. Norris, 2000**, Assistant Director of Student Financial Planning. B.S.
- Jacqueline K. Kaylor, 2000**, Counselor. B.S.
- Karen P. Hulin, 2008**, Counselor. B.A.
- Casey L. Albertson, 2009**, Counselor. B.S.
- April S. Cranford, 2012**, Counselor. B.A.
- Barbara A. Mullis, 2013**, System Program Administrator. B.S.
- Cana L. G. Hill, 2014**, Administrative Assistant. B.S., B.F.A.

Student Health Services

- Marnie S. Marlette, 2014**, Medical Director. M.D.
- Alicia Warrick, 2013**, Physician Assistant. P.A.-C.
- Rhys Wittenberg, 2010**, Nurse Practitioner. F.N.P.-C.
- Susan Disher, 2011**, Clinical Coordinator. L.P.N.
- Andrea Jarvis, 2013**, Medical Assistant. C.M.A.
- Liz Huggins, 2008**, Medical Assistant. C.M.A.
- Sytwasha K. Washington, 2010**, Medical Assistant. R.M.A.
- Alana Follas, 2013**, Front Office Receptionist.
- Gerri Tickle, 2013**, Office Manager.

Student Life

- Gail C. Tuttle, 1985**, Vice President for Student Life. B. Bus. Ad., M.P.A.
- Paul R. Kittle, 2012**, Assistant Vice President for Student Life. B.S., M.S., Ph.D.
- Lynda D. Noffsinger, 2006**, Director of Counseling Services. M.A.Ed., N.C.C., L.P.C.S
- Amber S. Kelley, 2014**, Clinical Counselor. B.A., M.Ed., L.P.C., N.C.C., A.C.A.
- Emily S. Jennings, 2014**, Clinical Counselor. B.A., M.Ed., L.P.C., N.C.C.
- Stephanie M. Cartwright, 2015**, Clinical Counselor. B.A., M.A., L.P.C., N.C.C.
- Kim Dansie, 2002**, Staff Psychiatrist. M.D.
- John E. Richard, 2013**, Clinical Counselor. M.A, L.P.A., N.C.C.
- Tara K. Shollenberger, 2007**, Director of Student Conduct. B.A., M.S., Ed.D.
- Aaron J. Post, 2012**, Substance Educator. M.A., L.P.C.A., L.C.A.S.A, N.C.C
- Keishea M. Boyd, 2011**, Assistant Director of Student Conduct. B.A., B.A., M.S.
- Teri M. Cugliari, 2012**, Director of Greek Life. B.A., M.Ed.
- Taylor B. Symons, 2014**, Assistant Director of Greek Life/ Resident Director. B.A., M.Ed.
- Erica D. Lewis, 2008**, Senior Director of Student Life. B.S.
- Scott Wojciechowski, 2015**, Director of First Year Residential Education. B.S. M.Ed., M.A.
- Lance J. Dunlap, 2012**, Coordinator of Residential Services. B.S.
- Anna M. Ventrone, 2013**, Coordinator of Residential Services. B.S.
- Tyresa N. Foster, 2015**, Assistant Coordinator of Residential Services. B.A., M.S.A.
- Summer D. Priddy, 2014**, Director of Campus Engagement and Student Activities. B.A., M.Ed.
- Stephanie A. Todt, 2015**, Assistant Director of Campus Engagement and Student Activities. B.S.B.A., M.Ed.

"It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things."

—Leonardo da Vinci

Mat Allred, 2009, Director of Recreation Services. B.S.
Austin C. Wilson, 2013, Coordinator of Recreation Services. B.S.
Amy K. Reynal, 2015, Coordinator of Campus Fitness Programs. B.S., M.S.
Nicholas S. Ruden, 2010, Resident Director. B.A.
Elizabeth K. Morgan, 2013, Resident Director. B.S.
Curtis L. Arena, 2014, Area Coordinator. B.S.
Glen D. Buickerood, 2013, Area Coordinator. B.S.
Megan Lassiter, 2014, Resident Director. B.A.
Lindsay M. Pritchard, 2014, Resident Director. B.A.
Nicole C. Grandy, 2014, Resident Director. B.A.
Marcus Washington, 2015, Resident Director. B.S., M.S.
Rayma B. Caulfield, 2003, Office Manager.

Student Success

Beth Holder, 2005, Associate Dean for Student Achievement. M.Ed., Ph.D.
April Atchley, 2014, Freshman Success Coach. B.S., M.A.
Brittney Carl, 2013, Freshman Success Coach. B.A., M.A.
Hilah T. Cook, 2014, Freshman Success Coach. B.A., M.Ed.
Pamela H. Francisco, 2014, Freshman Success Coach. B.A., M.Ed.
Douglas L. Hall, 2013, Freshman Success Coach. B.A., M.S.
Emily R. Houston, 2014, Freshman Success Coach. B.A., M.Ed.
Akir S. Khan, 2013, Freshman Success Coach. B.S., M.P.A.
Lynne N. Murray, 2013, Freshman Success Coach. B.A., M.A., Ph.D.
Christopher S. Peele, 2014, Freshman Success Coach. B.S., M.Ed.

Study Abroad

Heidi C. Fischer, 2012, Director of Study Abroad. B.A., B.S., M.A.
Christopher E. Ferguson, 2008, Study Abroad Advisor. B.A.
Jonathan P. Emmons, 2012, Program Developer. B.A., M.A.

Survey Research Center

Martin J. Kifer, 2009, Director. B.A., M.A., Ph.D.
Brian R. McDonald, 2014, Assistant Director. B.B.A., M.B.A.

Undergraduate Research and Creative Works

Joanne D. Altman, 2011, Director of Undergraduate Research and Creative Works. B.A., M.A., Ph.D.

University Chapel

Thomas B. Stockton, 1997, Bishop in Residence. B.A., M.Div., D.D.
Preston A. Davis, 2013, Minister to the University. B.A., M.Div.
Brittani Chavious, 2015, Manager of Chapel Programs. B.A.

University Events

Melissa L. Anderson, 2007, Director of University Events. B.S.
Marideth M. Riggs, 2009, Manager of University Events. B.S.
Brandy Warwick, 2015, Event Planner. B.A.

University Registrar

Daniel K. Brooks, 2014, University Registrar. B.S., M.P.P.M.
Crystal E. Cruthis, 2001, Associate Registrar. B.S., M.B.A.
Ann M. Miller, 1981, Associate Registrar. B.A., M.Ed.
Ashley B. Darr, 2010, Assistant Registrar and VA Coordinator.





2015-2016 Undergraduate Academic Calendar

Fall Semester

Faculty Seminars	Week of August 17-21
Freshmen Arrive	August 22
Opening Convocation	August 23
Upperclassmen Arrive	August 23
Orientation/Common Experience Activity	August 24
Drop/Add/Late Registration	August 25
Advising (as needed)	August 25
Classes Begin (Day)	August 26
Last day to add courses	September 1
Last day to drop without record	September 1
Admissions Fall Open House	September 19
Family Weekend	October 2-4
Alumni Weekend	October 9-11
Admissions Fall Open House	October 12
Mid-Term	October 14
Fall Break Begins (end of classes)	October 16
Fall Break Ends (7:00 a.m.)	October 26
Last day to drop with a W grade	October 30
Registration for Spring begins	November 4
Admissions Fall Open House	November 7
Admissions Fall Open House	November 21
Thanksgiving Holiday Begins (after classes)	November 24
Thanksgiving Holiday Ends (7:00 a.m.)	November 30
Last Class Day of Semester	December 9
Reading Day	December 10
Exams Begin	December 11
Exams End	December 16

2015

Spring Semester

Orientation for New Students (Day)	S	January 10
Late Registration (Day)	M	January 11
Classes Begin (Day)	T	January 12
Martin Luther King Day (no classes)	M	January 18
Last day to add a course	Tu	January 19
Last day to drop without record	Tu	January 19
Family Weekend	F-Sn	February 5 - 7
Presidential Scholars Weekend	F-St	February 12-13
Presidential Scholars Weekend	F-St	February 26-27
Mid-Term	W	March 2
Mid-Semester Break Begins (end of classes)	F	March 4
Mid-Semester Break Ends (7:00 a.m.)	M	March 14
Last day to drop with a W grade	F	March 18
Admissions Spring Open House	Th	March 24
Good Friday (No Classes)	F	March 25
Easter Monday (No Classes)	M	March 28
Registration Begins	W	March 30
Freshman Orientation I	F	April 1
Freshman Orientation I	St	April 2
Admissions Spring Open House	St	April 9
All University Honors Program (evening of)	W	April 20
Freshman Orientation II	F	April 22
Freshman Orientation II	St	April 23
Last Class Day of Semester	W	April 27
Reading Day	Th	April 28
Exams Begin	F	April 29
Exams End	W	May 4
Baccalaureate	F	May 6
Commencement	St	May 7

2016

May Term 2015: May 9 - June 3
Summer Sessions 2016: Session 1: June 6 - July 1 Session 2: July 5 - July 30*
 (*Session 2 will end on Saturday July 30)

High Point University reserves the right to change this calendar without notice or obligation.

“Always bear in mind that your own resolution to succeed is more important than any one thing.”

—Abraham Lincoln

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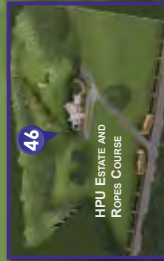
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HIGH POINT UNIVERSITY



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



HIGH POINT UNIVERSITY

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